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**Intermediate - Upper-Intermediate Instant Lesson™**

**A Fishy Business**

**Pre-Reading Activities**

**A: Make a Choice**

Your teacher will read out a question and ask you to make a choice between two things. If you choose Number 1 you will move to the left of the room, and if you prefer Number 2 you will move to the right.

After everyone in the class has made their choice, move into small groups and talk about why you chose Number 1 or Number 2.

**Reading Activities**

**A: Find the Opening Sentence**

The three sentences below are taken from today's article. Which of them is the first or opening sentence of the article? Why do you think this?

1. Analysis of 90 populations of fish showed that gadids (cod and haddock) and other types with the exception of most clupeids (herrings) have shown little or no recovery since stocks were cut over a 15-year period by between 45 and 99 percent.

2. Clupeids may recover from population reductions more quickly because they matured and reproduced earlier.

3. Fish stocks recover far more slowly from large population cuts than was previously thought, a Canadian scientist said in the journal Nature Wednesday.

**B: Matching Words and Meanings**

Read the sentences in Activity A again and match these words with their meanings:

|  |  |  |
| --- | --- | --- |
| **Words** |  | **Meanings** |
| gadid |  | A kind of fish used for food. |
| clupeid |  | The scientific name for the codfish family. |
| matured |  | A supply of something. |
| herring |  | Became fully grown in mind or body. |
| stock |  | The scientific name for the herring family. |

**C: Vocabulary Check**

Read the article using this list of words (also shown in **bold type** in the article) and their meanings to help you understand it:

* **rapid** - fast.
* **prolonged** - continuing for a long time.
* **perception** - understanding.
* **resilient** - quickly recovering from damage.
* **reversible** - can be reversed.
* **considerable** - great in amount.

|  |  |  |
| --- | --- | --- |
| **Recovery From Overfishing Slower Than Thought**   |  |  | | --- | --- | | LONDON Wednesday August 23 (Reuters) - Fish stocks recover far more slowly from large population cuts than was previously thought, a Canadian scientist said in the journal Nature Wednesday.  "There is very little evidence for **rapid** recovery from **prolonged** declines, in contrast to the **perception** that marine fishes are highly **resilient** to large population reductions," wrote Jeffrey Hutchings of Dalhousie University.  Analysis of 90 populations of fish showed that gadids (cod and haddock) and other types with the exception of most clupeids (herring) have shown little or no recovery since stocks were cut over a 15-year period by between 45 and 99 percent. | "Fifteen years after their declines, 12 percent of marine stocks (all clupeids) had exhibited full recovery, whereas 40 percent (primarily gadids, but some clupeids) had experienced no recovery at all," Hutchings said.  "Although the effects of overfishing on single species may generally be **reversible**, the actual time for recovery appears to be **considerable**."  Clupeids may recover from population reductions more quickly because they matured and reproduced earlier, he said.  Clupeids may also have benefited because they were caught by specificfishing methods. A suspension of these methods allowed them to recover despite continued fishing for other species. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**D: True or False?**

Decide whether these statements are **true** or **false**.

1. A study of 90 populations of fish showed that clupeids are less affected by overfishing than gadids.
2. This study confirms what scientists have known for a long time: fish stocks recover slowly after a reduction in the fish population.
3. The study was done by a Canadian scientist at Dalhousie University.
4. Within the fish populations that were studied some of the populations were cut by up to nearly 100%.
5. Hutchings believes that while it is possible for one type of fish to recover after overfishing it takes a long time.

**E: Reading Carefully**

Find the answers to these questions in today's article:

1. What important finding does this study present?
2. Why do herring recover more quickly from population cuts?
3. What effect could this research have on the way people view marine fish?

**Post-Reading Activities**You may do one or more of these**.**

**A: Matching Sentence Halves**

Work in pairs and match the beginnings and endings to make sentences giving information about herring:

|  |  |  |
| --- | --- | --- |
| **Beginnings** |  | **Endings** |
| 1. Herring are eaten by whales, seals... |  | ...and fish bait. |
| 2. Fishing crews will look for seabirds... |  | ...and different seabirds. |
| 3. Herring are usually caught... |  | ...in large nets by crews. |
| 4. Norway, Canada, Sweden, Denmark and Iceland are the... |  | ...and then exported. |
| 5. The United States and Russia are the... |  | ...leading harvesters of Pacific herring. |
| 6. Herring is often canned... |  | ...main countries harvesting the Atlantic herring. |
| 7. The fish can be smoked, pickled or... |  | ...as they can often be found hovering over the herring. |
| 8. It is also used as fertilizer... |  | ...eaten fresh. |

**B:** **Language**

"Clupeids may recover from population reductions more quickly because they matured and reproduced earlier..."

1. How certain is Hutchings that this statement about why clupeids recover is correct?
2. What structure showed you this?
3. What is the negative form of this structure?
4. If 'might' replaces 'may' in this sentence, does it have the same meaning?
5. Rewrite the beginnings of these sentences using 'may' or 'might':
   1. Perhaps gadids recover more slowly from overfishing because they mature at a slower rate.
   2. Perhaps the effects of large population cuts on one species are reversible.
   3. Perhaps many people believe that marine fish are an unlimited resource.
   4. Perhaps Dalhousie University has a special interest in marine research.
   5. Perhaps this research was done because millions of people enjoy eating fish.

**C: Quick Research Project**

Do people in your country eat herring or cod? Have a look in your nearest food store to find out!

**TEACHERS' NOTES AND ANSWER KEY**

**Please Note:** This lesson also has another reading comprehension exercise and a reconstruction exercise for your students to do online at [www.instantworkbook.com](http://www.instantworkbook.com). You can see the exercises students by clicking on the blue icon next to this lesson description at [www.english-to-go.com](http://www.english-to-go.com).

**Pre-Reading Activities**

**A: Make a Choice - Notes**

This activity uses a warmer from the **Instant** **Lessons** **Weekly** **Warmer** **Library**: "Make a Choice." For more detailed instructions please visit the **Warmer** **Library**.

Either get students to read the instructions given or give a quick verbal explanation. When everyone understands what they have to do, read out **Question** **A**. Then follow the instructions for discussion and after everyone has finished talking about the question, go on to the next question.

Make sure that you indicate clearly where students are to move to when they make their choice and give them enough time to think and then move!

(For question 3 you could write the statements on the board if you think students will have difficulty understanding them.)

**A: Make a Choice - Questions to be read aloud to students.**

**Question A**

Which is healthier for you:

**Number** **1**: eating meat?

or

**Number** **2**: eating fish?

**Question B**

Which is more delicious?

**Number** **1**: fish?

or

**Number** **2**: chicken?

**Question C**

Which of these sentences do you agree with?

**Number** **1**: There are plenty of fish in the sea. Fish do not need to be protected.

or

**Number** **2**: Fish need to be protected. There aren't as many fish in the sea as before.

**Reading Activities**

**A: Find the opening sentence - Notes**

Ask students to compare their answers quickly. Then ask them to explain why they think their choice of sentence is the correct answer.

Students should not look at the complete article until they have finished this activity.

**A: Find the opening sentence - Answer**

Sentence Number 3.

**B: Matching words and meanings - Answers**

**gadid** - the scientific name for the codfish family.  
**clupeid** - the scientific name for the herring family.  
**matured** - became fully grown in mind or body.  
**herring** - a kind of fish.  
**stock** - a supply of something.

**D: True or False? - Answers**

1 - T, 2 - F\*, 3 - T, 4 - T, 5 - T.

\*(Number 2: scientists haven't known this for a long time. It was previously thought that marine fish were resilient to large population reductions.)

**E: Reading Carefully - Suggested Answers**

1. That marine fish are not as resilient as was previously thought.
2. Because they mature and reproduce earlier than gadids.
3. Marine fish have been seen as being able to withstand large cuts in their populations (due to overfishing.) It was previously believed that fish stocks would recover after overfishing. But now this belief has been shown to be false. People cannot see these types of fish as an unlimited resource.

**Post-Reading Activities**

**A: Matching Sentence Halves - Notes**

If you have time, make sets of the sentence halves and cut the endings up so that students can move them around as they try to match them with the beginnings. (You only need to cut up and separate the endings, leaving the beginnings as they are.)

**A: Matching Sentence Halves - Answers**

1. Herring are eaten by whales, seals... **and different seabirds.**
2. Fishing crews will look for seabirds... **as they can often be found hovering over the herring.**
3. Herring are usually caught... **in large nets by crews.**
4. Norway, Canada, Sweden, Denmark and Iceland are the... **main countries harvesting the Atlantic herring.**
5. The United States and Russia are the... **leading harvesters of Pacific herring.**
6. Herring is often canned... **and then exported.**
7. The fish can be smoked, pickledor... **eaten fresh.**
8. It is also used as fertilizer... **and fish bait.**

**B:** **Language - Notes**

With Number 5 make sure students have used the correct forms. Make sure, for example, that they have changed 'has' to 'have' in the sentence: Dalhousie University **may/might** **have** a special interest in marine research.

Students may be fooled by the last sentence and not realize that may/might have + (past participle) is used for the past.

**B:** **Language - Answers**

1. He thinks it is possible or likely but he is not completely sure. (There may be other factors which help clupeids recover from large population cuts).  
2. **May** recover.  
3. May not.  
4. Yes.  
5:

1. Gadids **may/might** **recover** more slowly from overfishing because they mature at a slower rate.
2. The effects of large population cuts on one species **may/might be** reversible.
3. Many people **may/might** believe that marine fish are an unlimited resource.
4. Dalhousie University **may/might** **have** a special interest in marine research.
5. This research **may/might** **have** **been** **done** because millions of people enjoy eating fish.

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**Intermediate - Upper-Intermediate Instant Lesson™**

**A Loving Animal**

**Pre-Reading Activities**

**A: Pair Discussion**

Work in pairs and discuss the following questions about pets.

1. What are some good and bad points of having a pet?
2. Can pets make people feel good? Explain.
3. If you could choose any animal for your pet, which animal would you choose? Why?

**B: Vocabulary - Part One**

Today's article is about animal-assisted therapy. This is when animals are used to help cure or reduce a person's undesirable emotional problem. Look at the following words and their meanings from the article.

* **emotional abuse** - to damage someone's emotions by repeatedly saying hurtful things
* **interact** - to do something together
* **physical abuse** - to hurt or injure someone repeatedly
* **self-esteem** - a person's opinion of him/herself
* **therapist** - a person who helps others in therapy
* **therapy** - treatment or activity to help people feel better
* **traumatized** - severely shocked emotionally

**C: Vocabulary - Part Two**

The following phrases from today's article will help you figure out what kind of animal is in today's article. Read the phrases, write down what animal you think it is, and share your answer with a partner.

* *chestnut-colored feathers*
* *a bright red comb*
* *red polka-dots on yellow feet*

**Reading Activities**

**A: Comprehension**

The statements below are from the **first** **six** **paragraphs** of today's article. Read the statements and write '**T**' if the statement is **true** and '**F**' if it is **false**.

1. Ruby is a chicken.
2. She is 4 years old.
3. Ruby works only with children.
4. Maureen Fredrickson is Ruby's trainer.
5. Ruby was honoured by the American Society for the Prevention of Cruelty to Animals (ASPCA) at a lunch in Los Angeles.
6. After playing with Ruby, a six-year-old girl began talking again after years of not talking.

|  |  |  |
| --- | --- | --- |
| **Therapy Chicken Helps Abused Children Conquer Fear** By Jessica Hall   |  |  | | --- | --- | | NEW YORK Wednesday February 9 (Reuters) - Dogs may be man's best friend, but a chicken may be the best therapist.  Ruby, an 8-year-old chestnut-colored Rhode Island Red Bantam chicken, works with abused children and senior citizens to help them overcome their fears, distrust or loneliness.  ``It gives the child something neutral and exciting and non- threatening to interact with...she allows them to take that first step and **open** **up**,'' said Maureen Fredrickson, Ruby's trainer, who has a background in social work and animal-assisted therapy. | Ruby was one of several honorees recognized by the American Society for the Prevention of Cruelty to Animals (ASPCA) at a lunch in New York on Tuesday. Salmon -- not chicken -- was the main course.  Ruby, who **sports** a bright red comb and red polka-dots on her yellow feet, once worked with a six-year-old girl who stopped speaking after being traumatized by years of physical and emotional abuse.  After playing with Ruby, who **doesn't** **get** **her** **feathers** **ruffled** from being dropped or grabbed, the girl started to talk about the chicken to her family and therapist after years of silence.  (continued/...) |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**B: Understanding the Main Idea**

Now read the last five paragraphs from today's article and answer the following question: How do people benefit by interacting with Ruby? List three answers.

1.

2.

3.

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (.../continued)  ``She's unusual, so she makes friends quickly. She gives a child something neutral to talk about so they don't have to focus on their fears. She helps them build trust,'' Fredrickson said.  Now semi-retired, Ruby works with children and senior-citizens individually and visits schools to help groups of children with self-esteem.  While dogs, cats and horses are used more often in animal-assisted therapy, Ruby offers a unique alternative to people with allergies or who have fears of large animals, Fredrickson said. | Other ASPCA honorees included 11-year-old Stephanie Taylor, who started a non-profit organization to raise money to buy bullet-proof vests for police dogs, and five dogs from the Fairfax County Search and Rescue Task Force in Virginia who saved victims at disaster sites such as the recent earthquake in Duzce, Turkey.  ``The value of animals is more than just property or the practical job or service they can provide -- there's a social, and emotional and psychological connection that can reach people,'' said Valerie Bedziner, an ASPCA spokeswoman. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**C: Thinking Carefully**

Look at the word or phrases below. How are they used in the article? Use your own words to write a definition.

1. open up (paragraph 3): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. sports (paragraph 5): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. doesn't get her feathers ruffled (paragraph 6): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**D: Summarising**

Complete the following summary of the article:

Ruby is a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . She helps children build up their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , and helps senior citizens overcome their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . Because Ruby is non-threatening, children often \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . Other animals such as dogs, cats and horses are more common in animal-assisted therapy, but Ruby is a nice substitute for people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . In the future, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

**Post-Reading Activities**You may do one or more of these**.**

**A: Writing**

Write a short poem that describes your pet or your favourite animal. But don't say which animal it is. Read your poem to another student and let the student guess which animal you are describing. Here are some examples.

**My Pet**

Eating, sleeping, breathing  
Furry, soft, fat  
Cute and cuddly  
Giant rat.

**What Am I?**

The waves are rolling.  
I catch them and here I go!  
Jumping and playing.

**B: Debate**

Throughout history dogs have been considered people's best friend. Yet from time to time dogs have actually bitten or even attacked people. As a result some people have pushed for new laws to protect people from dangerous dogs. But who is to blame? Some say the breed of the dog determines if it is a dangerous dog or not. Others claim that the owner of the dog is responsible for the behavior of the dog. You are going to prepare to debate the following topic:

**There are no bad dogs, just bad dog owners.**

Do you agree or disagree? Work together to prepare your arguments and discuss what your different roles are. Then debate the topic with an opposing team.

**C: Language**

Make sentences about the animals below from the group of words using an infinitive of purpose.

**Example** **1**: Dogs...blind people...around the city. > Dogs are used by blind people **to** **get** **around** the city.

**Example** **2**: Ruby...schools...children...confidence. > Ruby visits schools **to** **help** children with their confidence.

1. Camels...in the desert...long distances.
2. Dogs...firefighters...people from fires.
3. Dogs...in airports...illegal drugs.
4. In some places, goats...instead of cows...milk.
5. In some countries, police...horses...large crowds of people.
6. Dogs...in nursing homes for senior citizens...loneliness.
7. Elephants...their trunk and tusks...heavy things.
8. Santa Claus...reindeer...the sleigh.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**B: Vocabulary-Part Two - Answer**

Answer: a chicken

* A comb sits on the top of a chicken, rooster, or turkey's head and is very fleshy in texture.
* Chestnut is a reddish-brown colour.
* Polka-dots are very small circles.

**Reading Activities**

**A: Comprehension - Answers**

1.True; 2.False; 3.False; 4.True; 5.False; 6.True.

**B: Understanding the Main Idea - Answers**

1. She helps them build trust.  
2. She helps them improve their self-esteem.  
3. She gives a child something neutral to talk about.  
4. She is a nice alternative to dogs and horses for people who have allergies or fear large animals.

**C: Thinking Carefully - Suggested Answers**

1. **Open** **up** means to relax a little bit more and interact with Ruby.  
2. **Sports** means to wear something.  
3. **Doesn't** **get** **her** **feathers** **ruffled** means she doesn't seem to get irritated or annoyed when being dropped or grabbed. This phrase is often used to talk about people who don't get irritated easily.

**D: Summarising - Suggested Answers**

Ruby is an **eight-year-old Rhode** **Island** **Red** **Bantam** **chicken.** She helps children build up their **trust** **and** **self-esteem**, and helps senior citizens overcome their **loneliness**. Because Ruby is non-threatening, children often **take** **the** **first** **step** **and** **open** **up**. Other animals such as dogs, cats and horses are more common in animal-assisted therapy, but Ruby is a nice substitute for people **with** **allergies** **or** **people** **who** **fear** **large** **animal**s. In the future, **there** **may** **be** **even** **more** **kinds** **of** **animals** **in** **animal-assisted** **therapy**.

**Post-Reading Activities**

**A: Writing - Notes and Answers**

The length and complexity of the poems will depend on the students' level of English but it might be best if students keep the poems short and simple. Two types of short descriptive poems are called a cinquain and a haiku. A cinquain (see "My Pet") has five lines: 1st line - title; 2nd line - description of title; 3rd line - action of title; 4th line - feeling about title; and 5th line - synonym for title. A haiku (see "What Am I?") is a Japanese form of verse telling about one particular impression or experience. It has three lines: 1st line - 5 syllables; 2nd line - 7 syllables; and 3rd line - 5 syllables.

"My Pet" answer: a guinea pig

"What Am I?" answer: a dolphin

**B: Debate - Notes**

If any students are interested in finding out more about this topic you can direct them to the following websites.

**http://www.dogwatch.net/**

**http://www.dog-play.com/pitbull.html**

**http://www.inch.com/~dogs/breed.html**

**C: Language - Suggested Answers**

1. Camels are used in the desert to travel long distances.
2. Dogs help firefighters to rescue people from fires.
3. Dogs are used in airports to find illegal drugs.
4. In some places, goats are used instead of cows to provide milk.
5. In some countries, police use horses to control large crowds of people.
6. Dogs are placed in nursing homes for senior citizens to combat loneliness.
7. Elephants use their trunk and tusks to lift heavy things.
8. Santa Claus has reindeer to pull the sleigh.

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**Academy Rewards**

**Pre-Reading Activities**

**A: Quick Quiz**

How much do you know about the American Academy Awards ? Answer as many of these questions as you can:

1. The Academy Awards are held every year. In which month are they held?
2. Who receives awards? (Give examples of some of the awards).
3. In which city are the Awards held?
4. Who is hosting the Awards this year?
5. What do the winners receive? What is the name of this object?
6. What is the object made of?
7. Why do the people want to win an award? What benefits will they receive?
8. What are the most important awards for?
9. How are the winners chosen?
10. What do people usually wear to the Awards? What transport do they use?

**Reading Activities**

**A: Comprehension**

Answer these questions as you read the first part of **Part** **1** of **Article** **1**:

1. What problem is described in the article?
2. What has the Academy done to solve this problem?
3. How important are the statuettes?
4. What effect will this problem have?

**Article 1 Part 1**

|  |  |  |
| --- | --- | --- |
| **Oscar Statuettes Stolen From Calif. Loading Dock** By Michael Miller   |  |  | | --- | --- | | LOS ANGELES Friday March 17 (Reuters) - Even Hollywood couldn't make this up: A joint task force is formed to investigate a mysterious heist, the FBI is called in, a special hotline is set up and a $50,000 reward is offered.  What has been stolen? Britain's Crown Jewels? Bill Gates' fortune? The Hope Diamond? No. Something far more important as far as this city is concerned: The Oscars are missing! | The Academy of Motion Picture Arts and Sciences officials confirmed Friday that this year's crop of 55 Oscar statuettes has been stolen from a transportation company loading dock in the industrial city of Bell, south of Los Angeles.  But Academy executive director Bruce Davis told reporters there was no question that the March 26 awards show -- seen annually by an estimated 1 billion people around the world -- would go on as planned. (Continued/...) |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**B: Predicting Part 1**

You have just read the first part of an article describing the theft of this year's Oscar statuettes. Write some questions you would expect to be answered in the rest of the article. Write them here:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**B: Predicting Part 2**

Now look for the answers to your questions in **Part** **2** of **Article** **1**.

**Article 1 Part 2**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (.../Continued)  He added that the Academy has more than 20 Oscar statuettes on hand and that the manufacturer, the R.S.Owens Co. of Chicago, will immediately make an additional 25 to 30 for delivery next week.  Owen Siegel, 79, owner and founder of R.S. Owens, said in Chicago that the Academy ``will have them in plenty of time.'' He said the company has been working overtime since Tuesday and would assemble the statuettes over the weekend for shipment to the Academy by early next week.  The statuettes are 13 1/2 inches (34 cm) tall and weigh 8 1/2 pounds (3.8 kg) each. They are made of Britannica alloy, a high grade of pewter, that is then electroplated with copper, nickel, silver and 24 carat gold.  Davis said there would be enough Oscars to go around on the night, though he conceded that at this point,even the Academy did not know how many winners there would be. ``If there is a three-way tie in the visual effects category, we're in trouble,'' he joked.  Davis said that both the Los Angeles and Bell police have set up a joint task force and have been joined by the Federal Bureau of Investigation. ``They are treating this as a theft ... and have a number of strong leads,''Davis said.  The statuettes were stolen just over a week ago but police had asked that the theft be kept secret so as not to impede the investigation. | Davis added that the FBI has assigned one of its leading art theft experts to the case and that the Roadway Express Company, who shipped the Oscars from Chicago, has offered a reward of $50,000 for their safe return.  It was the second snafu to hit the Oscars in a month. About two weeks ago, 4,000 ballots mailed to voters in the Los Angeles area disappeared in the city of Bell and new ballots had to be mailed. The missing ballots were eventually found -- misdirected to a bulk mail office.  Davis joked that he had advised Oscars host Billy Crystal not to go anywhere near Bell. ``It is becoming the Bermuda Triangle of the Oscars,'' he said.  He added, ``This is not a publicity stunt but we will look at the ratings this year and if they are up we will perhaps contrive to have the Oscars stolen again next year.''  The 55 stolen Oscars cost a total of $18,000 to manufacturer, although Davis said their worth was ''inestimable.''  He said the statuettes were packed in six crates which were held together by shrink wrap. Each crate weighed out 55 pounds (25 kg). ``You had to have a fork lift truck to pick them up,'' Davis added.  He said the thieves probably did not know what they were stealing as the crates were unmarked. ``I think they were surprised, and probably a little disappointed when they opened up the crates,'' he added, explaining the stolen Oscars were virtually unsalable because of the publicity surrounding their theft.  Davis said the loading dock was apparently unguarded. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**C: Fill the gaps**

Fill the gaps in the sentences with information from **Article** **1** about the Oscar statuettes. Do this as quickly as you can:

The Oscars are **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** that are presented to winners at the annual Academy Awards in **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**. Their height is **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (34 cm)and they weigh 8 1/2 pounds (3.8 kg) each. They are made of Britannica alloy, and are then electroplated with other metals including **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** gold. The Oscars are made by the **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,** Chicago. The 55 Oscars made for this year's Awards cost **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**but **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,** executive director of the Academy of Motion Picture Arts and Sciences said their worth was "**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**."

**D: Explain the Statements**

Bruce Davis was interviewed in **Article** **1** about the Oscars. Answer these questions about what he said:

1. What did Davis mean when he said "If there is a three-way tie in the visual effects category, we're in trouble.''?
2. What did Davis mean when he said he had 'advised Oscars host Billy Crystal not to go anywhere near Bell because ``It is becoming the Bermuda Triangle of the Oscars.'' ' ?
3. What did Davis mean when he added "This is not a publicity stunt but we will look at the ratings this year and if they are up we will perhaps contrive to have the Oscars stolen again next year.'' ?
4. What did Davis mean when he said the thieves were probably disappointed when they found the Oscars?

**E: Check your understanding**

Now read **Article** **2** and complete these sentences to show you understand it. Use your own words and do not just copy information directly from the article:

1. The Oscars were stolen by...

2. They stole them because...

3. The thieves have been charged...

4. The Oscars were found by...

5. The man who found them plans to use the reward to...

6. However, Jon Gerloff...

**Article 2**

|  |  |  |
| --- | --- | --- |
| **Oscar Statuettes Found Near Trash Bin; 2 Arrested** By Arthur Spiegelman   |  |  | | --- | --- | | LOS ANGELES Monday March 20 (Reuters) - Police cracked the case of the stolen Oscars on Monday, recovering 52 of the 55 missing trophies in time for next Sunday's big show and arresting two shipping company workers on charges of ``Grand Theft Oscars'' in what they said was an inside job.  But authorities said they were still hunting for three of the short, bald, gold-hued male statuettes -- all answering to the name Oscar -- and were hoping that ``they won't get far on foot.''  Truckdriver Lawrence Ledent, 38, and loading dock worker Anthony Hart, 38, both employees of the Roadway Express Co., which handles shipments of the Oscars, were arrested on Saturday night and charged with grand theft.  The duo, who had allegedly hoped to sell the Oscars for vast profits, were being held in lieu of $100,000 bail.  The bulk of the Oscars were recovered over the weekend, after they were found by a scavenger named Willie Fulgear, who tipped off a local television station after finding 10 cartons of Oscars in the trash bin area of a ``Food 4 Cheap'' supermarket in Koreatown -- not one of Hollywood's star hangouts by a long shot.  ``The show will go on!'' Robert Rehme, president of the Academy of Motion Picture Arts and Sciences, told a news conference at police headquarters, where the recovered Oscars were displayed on a rickety table covered with red paper.  Rehme assured the public that such a heist would never happen again. ``(The thieves) made a terrible mistake and I don't think they were thinking. These (statuettes) are not very marketable. How are you going to sell an Oscar? People are going to turn you in,'' Rehme said.  But Los Angeles Police Det. Marc Zavala said that was exactly what Ledent and Hart had in mind when they allegedly stole the shipment of Oscars en route to the awards show.  **'Crime Of Opportunity'**  Zavala said one of the two suspects confessed that ''basically they did it for profit. They thought they could make money.'' The publicity accorded the theft apparently made that plan worthless, he said. | Police released few details about the theft -- saying only that it was a ``crime of opportunity'' -- or about the capture of the two men, but said they immediately suspected an inside job.  ``The investigation quickly focused on Anthony Keith Hart ... who was working on the day the Oscar statuettes disappeared,'' Lt. Sharyn Buck said. Police said the two men told detectives where the stolen Oscars could be found, but the statuettes were not there and were not discovered until Sunday, when found by Fulgear, who told KCBS-TV news that while he lived in only one room he now had more Oscars than anyone in Hollywood.  ``I'm going to buy me a house,'' he told the station when asked about the $50,000 reward for the Oscars' safe return and the arrest and conviction of the thieves. ``I'm going to get out of one room and go buy me a little house,'' he added.  But Fulgear will apparently have to wait for that new house. Jon Gerloff, president of Roadway Express, said he had not decided if Fulgear would qualify for the reward and would wait for the conclusion of the police investigation to make that determination.  Rehme said he was not even sure if Fulgear would be invited to the awards ceremony on Sunday, saying that he, too, would wait until police finished their investigation.  ``We're certainly very appreciative (to Fulgear), but it's still an open case,'' Rehme said.  Not even a Hollywood screenwriter could have made up the plot of the stolen Oscars -- the statuettes were stolen less than two weeks ago. After keeping the theft secret for several days so as not to interfere with the investigation, the Academy of Motion Picture Arts and Sciences announced a major manhunt.  A joint police task force was formed to investigate the heist, the FBI was called in, a special hotline was set up and a $50,000 reward was offered. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**Post-Reading Activities**You may do one or more of these**.**

**A: Make A Decision**

Work in pairs. You work for Roadway Express. You have to decide whether Fulgear qualifies for the $50,000 reward. What factors will you consider in making your decision?

**B: Word Hunt**

Look at **Article 1 Parts 1 and 2** again and find these words as quickly as you can:

1. Find the word in paragraphs 1 -3 that means **'a special phone line set up so that people can phone for a particular purpose'**
2. Find the word in paragraphs 1- 3 that means **'a large amount of money'**
3. Find the word in paragraphs 3 - 5 that means **'happening every year'**
4. Find the word in paragraphs 3 - 5 that means **'extra'**
5. Find the word in paragraphs 5 - 8 that means **'to bring things together as a group'**
6. Find the word in paragraphs5 -8 that means **' a level of quality'**
7. Find the word in paragraphs9 - 12 that means **'pieces of information that might provide an answer to a problem, especially an arrest**
8. Find the word in paragraphs9 - 12 that means **'to stop progress of something'**
9. Find the word in paragraphs 13 - 15 that means **'something interesting done to get attention or publicity'**
10. Find the word in paragraphs 13 - 15 that means **'too great to calculate'**
11. Find the word in paragraphs 16 - 18 that means **'boxes used for storing things'**
12. Find the word in paragraphs 16 - 18 that means **'almost'**
13. Find the word in paragraphs 16 - 18 that means **'something seems to be true although it may not be'**

**C: Language Focus**

Think about these questions and answer them:

The word 'actor' is now used in many situations to mean a male or female actor. This is an example of what is known as 'non-sexist language.' But the Oscars still give an award to the 'best actress'.

People used to talk about a 'manageress' but now they talk about a (male or female) manager.

Should the Oscars ceremony change the name of its award for a female actor? Should there be separate awards for male and female actors or should there be just one award? There is only one award for best director.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Quick Quiz - Notes**

Students should work in pairs to answer these questions.

**A: Quick Quiz - Answers**

Most of the questions are answered in today's articles but here are the answers in case you don't know them!

1. March
2. People involved in the making of motion pictures. People usually think of the actors, in connection with the Oscars, but of course there are awards also for director, script writer, costume design etc. (Your students may be able to list the names of awards.)
3. Los Angeles
4. Billy Crystal (See Article 1 Crystal is an actor and comedian.)
5. a statuette called an Oscar
6. metal (See Article 1.)
7. (Answers will vary.)
8. Best Actor/Actress, Best Motion Picture
9. by ballot
10. (Answers will vary but students will probably agree that the stars arrive in limousines and wear expensive evening wear.)

**Reading Activities**

**A: Comprehension - Answers**

1. The theft of 55 Oscar statuettes intended for presentation at this year's ceremony
2. A joint task force and hot line have been set up, the FBI has been called in and a reward of $50, 000 has been offered.
3. They are very important as they are due to be presented at the Academy Awards. They are compared in importance to Britain's Crown Jewels and Bill Gates' fortune.
4. According to Bruce Davis the Academy Awards will still go ahead.

**B: Predicting Part 2 - Notes**

Students then look for the answers to their questions.

**C: Fill the gaps - Answers**

The Oscars are **statuettes** that are presented to winners at the annual Academy Awards in **Los** **Angeles**. Their height is **13** **1/2** **inches** **(34** **cm)** and they weigh 8 1/2 pounds (3.8 kg) each. They are made of Britannica **alloy**, and are then electroplated with other metals including **24** **carat** gold. The Oscars are made by the **R.S.** **Owens** **Co.,** Chicago. The 55 Oscars made for this year's Awards cost **$18,000** but **Bruce** **Davis,** executive director of the Academy of Motion Picture Arts and Sciences said their worth was "**inestimable**."

**D: Explain the Statements - Answers**

1. Davis says they have enough Oscars to be presented. However, if there are three joint winners in a section there could be a problem as then they could run short of Oscar statuettes because each joint winner gets an Oscar.
2. Two weeks earlier 4 000 ballots disappeared in the same city. He is joking but he is suggesting that since things connected with the Awards disappear in this city the host of the Oscars, Billy Crystal, should not go to the city. He compares it with the Bermuda Triangle: known for the mysterious disappearance of boats and planes.
3. He says that the statues were not stolen deliberately in order to create publicity for the Awards Ceremony. But if because of the extra publicity (due to the theft) the t v ratings go up for the televised Ceremony he jokes that they may arrange for the Oscars to be stolen again next year because this extra publicity obviously helps TV ratings.
4. The thieves probably did not expect to steal the Oscars and will not be able to sell them because there has been so much publicity about their disappearance. The crates were unmarked so the thieves wouldn't have known what was in them and were probably hoping to find goods that they could sell for a profit.

**E: Check your understanding - Suggested Answers**

1. The Oscars were stolen by **two men, a truck driver and a loading dock worker, who both work for the company that handles shipments of the Oscars.**
2. They stole them because **they hoped to sell them to make money.**
3. The thieves have been charged **with grand theft.**
4. The Oscars were found by **a man called Willie Fulgear who only has one room.**
5. The man who found them plans to use the reward **to buy himself a little house.**
6. However, Jon Gerloff, **president of Roadway Express,** **says that no decision has been made yet about whether or not Fulgear will get the reward**.

**Post Reading Activities**

**A: Make A Decision - Notes**

At the end of the activity you can tell your class that Fulgear was given the $50,000 reward and he still plans to buy a house with the money.

**B: Word Hunt - Notes**

This activity can be done as a normal study exercise individually or as a competition. Students could work individually or in small groups and find the words as quickly as possible. If you do it this way, you could follow it up with an activity that requires students to see if they really understand the words they have found (as it would be possible otherwise in the excitement of a competition to have pairs making guesses and being lucky enough to find the correct word even though they do not understand its meaning or the context.)

**B: Word Hunt - Answers**

1. hotline
2. fortune
3. annually
4. additional
5. assemble
6. grade
7. leads
8. impede
9. stunt
10. inestimable
11. crate
12. virtually
13. apparently

**B: Talk about Language - Notes**

Students could write a paragraph as a response to these questions or talk about the questions with other students. You could follow up with (1) a whole class discussion on the topic (2) a focus on nonsexist language (looking at words that describe both the male and female gender in English or (3) a chance for students from different countries to talk about how the issue of male and female words and 'sexist language' is approached in their first language.

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**Intermediate - Upper-Intermediate Instant Lesson™**

**Another Risk**

**Pre-Reading Activities**

**A: Short Discussion**

Answer these questions in pairs:

1. Blood transfusions are sometimes given to patients in hospitals. Why are they normally given?
2. Where does the blood come from?
3. What are the risks in having a blood transfusion?

**B: Vocabulary Check**

Check you understand these words from today's article by matching them with their meanings:

**induce, spontaneously, transmit, preliminary, significance, contract (v), measures**

1. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ action or report is completed or given before a more important action or report.
2. If something happens \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, it wasn't planned or caused by something else.
3. If you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ something you pass it on from one person, place or thing to another.
4. If you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ an illness, it means you develop or catch it.
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are actions taken to achieve something.
6. To \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ something is to cause it to happen.
7. If something has great \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, it means it has great importance.

**Reading Activities**

**A: Sequencing**

Here is Part One of today's article. The paragraphs are in the wrong order. Read them and put them in the correct order.

|  |  |  |
| --- | --- | --- |
| **Part One 'Mad cow' disease might be transmitted in blood transfusions**   |  |  | | --- | --- | | NEW YORK Friday September 15 (Reuters Health) -  **(Paragraph a)** The evidence is limited to one sheep, but the study authors report it shows blood transfusions may be a vehicle for spreading BSE among members of the same species. However, there is no evidence yet that variant Creutzfeldt-Jakob disease (vCJD), which is thought to be the human version of mad cow disease, can be transmitted through donated blood.  **(Paragraph b)** In a preliminary report from an ongoing study, UK researchers present evidence that BSE can be passed from one sheep to another through blood transfusions. | **(Paragraph c)** New animal research suggests that bovine spongiform encephalopathy (BSE), or 'mad cow' disease, can be transmitted through blood transfusions.  **(Paragraph d)** This new type of CJD has occurred in about 75 people in the UK, with isolated cases in other European countries. The fatal neurological illness is thought to be caused by eating BSE-contaminated meat, but the disease can take up to a decade for symptoms to appear. It is feared--but no research has shown--that a person with the disease who donates blood may spread the illness. (Continued...) |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**B: Fill the Gaps**

Check your understanding of Part One by filling the gaps in these sentences with the correct information:

1. Researchers believe that **\_\_\_\_\_\_\_\_\_\_\_\_\_** transfusions may spread **\_\_\_\_\_\_\_\_\_\_\_\_\_**.
2. They have found that **\_\_\_\_\_\_\_\_\_\_\_\_\_** could be passed from one **\_\_\_\_\_\_\_\_\_\_\_\_\_** to another through a **\_\_\_\_\_\_\_\_\_\_\_\_\_** transfusion.
3. There have been 75 cases of vCJD, the disease that affects**\_\_\_\_\_\_\_\_\_\_\_\_\_**, in the **\_\_\_\_\_\_\_\_\_\_\_\_\_**.
4. It can take up to **\_\_\_\_\_\_\_\_\_\_\_\_\_** years for the **\_\_\_\_\_\_\_\_\_\_\_\_\_** of this disease to appear.
5. Researchers are now worried that vCJD could also be transmitted through **\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_**.

**C: Describing the Process**

1. Read Part Two of the article. As you read, think about:

- who did the study.  
- how they did it.  
- what the study showed.

2. Here are sentences using information from Part Two of the article. Match the beginnings and endings of these sentences and put the verb in brackets in each sentence into the correct form:

**Beginnings**

1. The findings of the UK study \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(report)** in the...
2. Brain tissue \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(remove)** from...
3. This tissue \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(feed)** to...
4. Blood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(remove)** from these sheep...
5. Healthy sheep \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(give)**...
6. The breed of sheep that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(choose)** does not spontaneously develop...
7. After 610 days signs of the disease\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(see)** in...

**Endings**

* 1. ...one of the sheep.
  2. ...September issue of the The Lancet.
  3. ...some sheep.
  4. ...scrapie, a disease similar to BSE.
  5. ...cattle with BSE.
  6. ...the BSE-infected blood.
  7. ...before they had shown any signs of having the illness.

|  |  |  |
| --- | --- | --- |
| **Part Two**   |  |  | | --- | --- | | (.../continued) Dr. Chris J. Bostock and colleagues from the Institute for Animal Health in the UK report their findings in the September 16th issue of The Lancet.  In the study, the investigators fed BSE-infected brain tissue from cattle to a group of sheep. Before the infected sheep showed signs of illness, the researchers transfused blood samples into healthy sheep--a breed that does not spontaneously develop scrapie, a BSE-like disease found in sheep. | After 610 days, one of the transfused sheep began showing signs of BSE such as weight loss, a staggering walk, and balance problems.  (Continued/...) |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**D: Thinking Carefully**

Read Part Three of the article and answer this question:

'"This should certainly not be panic-inducing,'' said Brown....' What does Brown warn against? Why does he say this?

|  |  |  |
| --- | --- | --- |
| **Part Three**   |  |  | | --- | --- | | (Continued...) The authors note that the current findings were released early--final results from the study will not be available for ''several years.''  Dr. Paul Brown, of the National Institutes of Health in Bethesda, Maryland, told Reuters Health that the findings are too preliminary to draw any conclusions and probably should not have been published until they were more definitive. He said the fact that one sheep developed BSE after a transfusion is not only unsurprising, it also has little significance for public health right now. | "This should certainly not be panic-inducing," said Brown, who wrote an editorial accompanying the report.  He noted that the UK takes as many safety measures as possible to ensure that vCJD is not passed through the blood supply. If, after the study is complete, half of the sheep have contracted BSE, Brown noted, then it may be time for the UK to stop using blood from native donors.  SOURCE: The Lancet 2000;356:955, 999-1000. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**Post-Reading Activities**You may do one or more of these**.**

**A: Questions and Answers**

Work alone and write 5 questions for this article. Then work in pairs and ask your partner your questions. Your partner may answer by looking at the article. Then answer your partner's questions.

**B: What would happen?**

Work in pairs and answer these questions:

In Part Three of the article Dr. Paul Brown indicated what should happen if more than half of the sheep in the study contract BSE. What does he advise? What may happen if his advice is followed?

**C: Word Order**

The sentences below are statements about Part One of today's article. Read Part One again and put the words in the sentences in the correct order to make statements about Part One.

1. through/ may/ be/ that/ BSE/ report/ a/ new/ suggests/ transmitted/ transfusions/ blood/
2. same/ can/ be/ not/ known/ it/ transmitted/ is/ vCJD/ in/ the/ way/ whether/
3. BSE/ researchers/ be/ passed/ blood/ can/ found/ transfusion/ of/ to/ another/ have/ that/ a/ through/sheep/from/ one/
4. to/ years/ can/ it/ up/ ten/ for/ symptoms/ CJD/ appear/ humans/ take/ to/ the/ of/ in/
5. kind/ of/ occurred/ the/ UK/ 75/ cases/ this/ of/ vCJD/ have/ in/

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Short Discussion - Notes**

Don't spend too long on this activity. Students spend a short time on the questions to prepare them for the reading.

**B: Vocabulary Check - Answers**

1. preliminary
2. spontaneously
3. transmit
4. contract
5. measures
6. induce
7. significance

**Reading Activities**

**A: Sequencing - Answers**

1- c, 2 - b, 3 - a, 4 - d.

**B: Fill the Gaps - Answers**

1. Researchers believe that **blood** transfusions may spread **BSE**.
2. They have found that **BSE** could be passed from one **sheep** to another through a **blood** transfusion.
3. There have been 75 cases of vCJD, the disease that affects **humans**, in the **U.K**.
4. It can take up to **ten** years for the **symptoms** of this disease to appear.
5. Researchers are now worried that vCJD could also be transmitted through **blood** **transfusions**.

**C: Describing the Process - Notes**

Students read through Part Two of the article looking for the answers for the three questions. If you wish, you can ask them to discuss in small groups what they understood of Part Two using the three questions in 1 OR you can ask them to go straight on to the matching of the sentence beginnings and endings.

All the verbs in 2 need to be put in the passive. Pay particular attention to whether or not students are producing the correct forms of the passive.

**C: Describing the Process - Answers**

**(2)**

1. The findings of the UK study **are reported** in the...September issue of the The Lancet.
2. Brain tissue **was removed** from...cattle with BSE.
3. This tissue **was fed** to...some sheep.
4. Blood **was removed** from these sheep...before they had shown any signs of having the illness.
5. Healthy sheep **were given**...the BSE-infected blood.
6. The breed of sheep that **was chosen** does not spontaneously develop...scrapie, a disease similar to BSE.
7. After 610 days signs of the disease **were seen** in...one of the sheep.

**D: Thinking Carefully - Suggested Answer**

Brown doesn't want everyone to panic. He warns against this because the study results are not complete at this stage and final results will not be ready for several years. He thinks that perhaps the results shouldn't have been published at all. Only one sheep has shown signs of the disease. Panic could lead to people refusing blood transfusions.

**Post-Reading Activity**

**A: Questions and Answers - Notes**

Students work alone to write 5 questions for the article. (They should also check that they know the answers!) It would be a good idea to check their questions looking at what they have asked and whether there are any language errors. One way to do this is to underline the mistakes and indicate to the student what kind of language error they have made. The student then tries to correct the mistake.

**B: What would happen? - Notes**

After looking at what Brown said in the article, students can discuss the implications of his statement.

**C: Word Order - Notes**

After rereading Part 1 students should do this activity without looking at the article.

**C: Word Order - Answers**

1. A new report suggests that BSE may be transmitted through blood transfusions.
2. It is not known whether vCJD can be transmitted in the same way.
3. Researchers have found that BSE can be passed from one sheep to another through a transfusion of blood.
4. It can take up to ten years for the symptoms of CJD to appear in humans.
5. 75 cases of this kind of vCJD have occurred in the UK.

**Please Note:** If your students are interested in this topic, there is another lesson in the Health section of the Instant Lessons Library called 'BSE' which also looks at research on this disease.

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**Intermediate - Upper-Intermediate Instant Lesson™**

**Aussies Get Commonwealth Games Boost**

**Pre-Reading Activities**

**A: What Do You Think?**With a partner read each statement below about sports. Do you agree or disagree with it? Tell your partner the reason you agree or disagree.

1. Governments should spend a lot of money on sport because sporting success is very important for a nation.  
2. An outstanding athlete from a poor country can just as easily become a champion as someone from a richer country. Sport makes everyone equal.  
3. Sporting competitions like the Commonwealth Games or the Olympics encourage greater understanding and friendship between countries.  
4. It doesn't matter if an athlete isn't successful. The most important thing is that he or she tried their hardest.  
5. If two countries can play sport regularly against each other, they are unlikely to go to war against each other in the future.  
6. Professionalism in sport (where athletes are paid money for their wins) has not changed the things that are valued about sport.

**B: How Much Do You Know?**

**Part One:** Work in pairs and try to answer these questions.

1. Which countries compete at the Commonwealth Games? (You do not need to list all the countries, but say what group they belong to.)  
2. How old are the Commonwealth Games?  
3. How often are they held?  
4. Where are they being held in 2002?  
5. Will disabled athletes compete at these Games?  
6. Which sports are being held? (Try and think of at least six.)

**Part Two:** Now listen as your teacher reads a short text about the Commonwealth Games and check your answers for Part One.

**Reading Activities**

**A: Understanding the Headline**

Read the headline and first paragraph of today's article and answer the following questions.

1. Which Commonwealth Games team has received some extra money?  
2. How much extra money has the team received?  
3. Who gave the team the money?

|  |  |  |
| --- | --- | --- |
| **Australian Team Gets Funding Boost**   |  |  | | --- | --- | | SYDNEY, Wednesday May 29 (Reuters) - Australia's team for the Commonwealth Games in Manchester in July received a A$500,000 (US$280,000) funding **boost** from the national government on Wednesday. | **Word:** **boost** - increase |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**B: Scanning**

Now read the whole article and find the answers to these questions.

1. Which country has been the most successful at the last three Commonwealth Games?  
2. How many gold medals did this country win at the 1998 Games?  
3. How much in total is Australia spending on these Commonwealth Games?  
4. How much is England spending?  
5. How many athletes is Australia sending to this year's Games?  
6. Is this team bigger or smaller than the team sent to Kuala Lumpur?  
7. Which sports have been reintroduced for these Games?

|  |  |  |
| --- | --- | --- |
| **Australian Team Gets Funding Boost**   |  |  | | --- | --- | | SYDNEY, Wednesday May 29 (Reuters) - Australia's team for the Commonwealth Games in Manchester in July received a A$500,000 (US$280,000) funding boost from the national government on Wednesday.  Australia has topped the medal counts at the past three Commonwealth Games and collected a record 198 medals, including 80 gold, at the 1998 Games in Kuala Lumpur but expectations for Manchester are more **modest**.  Australia's Commonwealth Games chief Perry Crosswhite warned in April that Australia will be **hard-pressed** to match that level of performance and suggested that England would be the most likely nation to top the Manchester medal count.  Part of the reason he said was funding, with Australia's budget set at about A$2.5 million compared with the A$500 million England has reportedly spent.  Australian Prime Minister John Howard hoped the extra government funding would help Australia's Commonwealth Games **athletes** keep performing at their **customary** high levels. "I believe the team will not only be very well supported, it will perform extremely well," Howard said. | "I encourage the team to do even better than Kuala Lumpur," he told a farewell breakfast for the team at the Australian Institute of Sport in Canberra.  Australia is sending a team of about 400 athletes to the Commonwealth Games, up **significantly** from the 310 who competed in Kuala Lumpur four years ago.  The Manchester Games will feature more sports anddisabled athletes will be included on the official medals table for the first time.  The reintroduction of several sports such as badminton, judo, wrestling and table tennis is also expected to **favor** English athletes.  The Games start on July 25.    **Words: modest** - not large in amount, doesn't expect great success **hard-pressed** - under great pressure or experiencing great difficulties **athletes** - sports people **customary** - usual **significantly** - importantly **favor**- to give an advantage to someone or something |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**C: Choose the Best Answer**

Choose the best answer for each of these questions about today's article.

1. What is the main point of the article?

a. Disabled athletes will be included on the official medals table for the first time at this year's Commonwealth Games.  
b. Australia is giving some extra money to its Commonwealth Games team.  
c. Australia will probably top the medals table in Manchester.

2. Which other important idea does the article suggest?

a. The Australian team may not be as successful at these Games.  
b. The Prime Minister of Australia is worried about the Australian team's performance.  
c. Australia is spending too much money on its Commonwealth Games team.

3. What reasons are given for the possible success of the English team at the Commonwealth Games this year?

a. The size of the team and the amount of money that has been spent.  
b. The amount of support they will receive from people in England.  
c. The amount of money that has been spent and the reintroduction of certain sports.

4. What did the Australian Prime Minister tell the Australian Commonwealth Games team?

a. He is looking forward to going to Manchester and watching the Australian team.  
b. He wants them to win as many medals as the 1998 team did in Kuala Lumpur.  
c. He expects them to perform at their usual high level and do very well.

**D: Reading Carefully**

Answer these questions using your own ideas as well as your understanding of the article.

"Part of the reason he said was funding, with Australia's budget set at about A$2.5 million compared with the A$500 million England has **reportedly** spent."

1. What does the word 'reportedly' mean? Why is it used in this sentence from today's article?

2. The article tells us that the Australian team has been given a funding boost. What other points does the article make? Choose from the following list. (You may choose more than one point.)

* It describes the history of the Games.
* It suggests which team is likely to be more successful.
* It reports the comments of the Australian Prime Minister at a breakfast.
* It looks at how much funding the English and Australian teams have.
* It talks about some sports which have been reintroduced to the Games.
* It compares the size of the English and Australian teams.

**E: Language**

Adverbs can be used to modify adjectives or verbs. Find an adverb in each of the sentences below that matches the description given.

1. *Find the adverb in Sentence 1 that is used with an adjective to make a comparison.*

**Sentence 1**: Australia has topped the medal counts at the past three but expectations for Manchester are more modest.

2. *Find the adverb in Sentence 2 that modifies the verb 'spent' to show that a figure (an amount of money) may or may not be correct.*

**Sentence 2**: Part of the reason he said was funding, with Australia's budget set at about A$2.5 million compared with the A$500 million England has reportedly spent.

3. *Find the adverb in Sentence 3 that means to a 'very high degree' and intensifies(i.e. makes stronger) the meaning of the adverb 'well'*

**Sentence 3**: "I believe the team... will perform extremely well," Howard said.

4. *Find the adverb in Sentence 4 that means 'likewise' .*

**Sentence 4**: The reintroduction of several sports such as badminton, judo, wrestling and table tennis is also expected to favor English athletes.

Now use the adverbs you found in the four sentences to fill the gaps in these sentences. (You will use two of the adverbs twice.)

5. England is hoping its team will be \_\_\_\_\_\_\_\_\_\_ successful at the Commonwealth Games this year than in 1998.  
6. England has \_\_\_\_\_\_\_\_\_\_ spent millions on getting ready for these Games.  
7. He did \_\_\_\_\_\_\_\_\_\_ badly in his race because of a stomach infection.  
8. Getting lots of sleep and eating the right foods help prepare me for my event. Meditation is\_\_\_\_\_\_\_\_\_\_ important.  
9. The athlete said he was feeling \_\_\_\_\_\_\_\_\_\_ positive about the race.  
10. Ian Thorpe is competing in the freestyle events but will \_\_\_\_\_\_\_\_\_\_ race in three relays and the 100 meter backstroke.



**Post-Reading Activities**You may do one or more of these**.**

**A: Give Your Opinion**

Read the extract from today's article. Then work in pairs and answer the following questions.

"Australia will behard-pressed to match that level of performance and suggested that England would be the most likely nation to top the Manchester medal count. Part of the reason he said was funding, with Australia's budget set at about A$2.5 million compared with the A$500 million England has reportedly spent."

1. Do you think England has really spent this much? Why do you think this?  
2. How do you feel about governments spending lots of money on funding sports teams?

"I believe the team will not only be very well supported, it will perform extremely well," Howard said. "I encourage the team to do even better than Kuala Lumpur."

3. How important is it to you that your country does well in international sporting competitions?  
4. What kinds of support do athletes receive in your country?  
5. Who are the sporting heroes of your country? Why are they admired?

**B: Mixed-up Words**

Here are the names of some countries which are members of the Commonwealth of Nations. The names are jumbled. Try to write the names correctly as quickly as you can. (The first one is done for you as an example.)

|  |  |
| --- | --- |
| **Mixed-up Commonwealth Countries** | **Commonwealth Countries** |
| liaatursa | *Australia* |
| danaca |  |
| aidni |  |
| yakne |  |
| ysiamala |  |
| tankispa |  |
| aupap wne giuaen |  |
| proesniga |  |
| babwezim |  |
| wen leazdna |  |

**C: Extra Reading**

Here is an article that looks at drug-testing, one of the main issues for international competitions today. Read it, using a dictionary to help you, if necessary. Then work with another student and take turns saying what you remember about the article.

|  |  |  |
| --- | --- | --- |
| **Thorpe Calls for Centralized Drug Testing**   |  |  | | --- | --- | | SYDNEY, Wednesday May 29 (Reuters) - World champion swimmer Ian Thorpe, a **strident** critic of drugs in sport, said on Wednesday a centralized system of drug testing was needed to replace current testing by three separate bodies.  Thorpe, world record holder in the 200, 400 and 800 meters freestyle, said testing by the Australian Sports Drug Agency, governing body FINA and the World Anti Doping Agency should be brought under one umbrella body covering the sport.  "I don't think they are testing in a way that gets the best results for our sport," Thorpe said at the **launch** in Sydney of a swimming "skins" event set for next month.  "I'm **all for** more drug tests (but) there's a lot of confusion and expense when you have three different bodies testing you," he said.  FINA officials told Thorpe to "stick to swimming" after the Australian teenager criticized the lack of doping tests at the world championships in Fukuoka last July. | Thorpe, 19, will enter the 100, 200 and 400 meters freestyle, plus three relays and the 100 meters backstroke at the Commonwealth Games in Manchester.  He is aiming to win seven gold medals and beat Australian Susan O'Neill's record of six gold set at the 1998 Kuala Lumpur Games.  Thorpe will be favored in the freestyle events but faces world champion Matt Welsh from Australia in the backstroke.  Thorpe won four gold medals at Kuala Lumpur as a 15-year-old.  **Words:** **strident** - aggressive or loud in opinion **launch** - to start something **all for** - in favor of |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**D: Writing**

Take one of the statements from Pre-Reading Activity A and write a short essay saying whether you agree or disagree with it. Support your opinion with examples or statistics.

**TEACHERS' NOTES AND ANSWER KEY**

**Please Note:** This lesson also has a listening exercise for your students to do online at [www.instantworkbook.com](http://www.instantworkbook.com). You can get a username and password for your students by clicking on the blue icon next to this lesson description at [www.english-to-go.com](http://www.english-to-go.com).

**Pre-Reading Activities**

**A: What Do You Think? - Notes**

These statements are quite difficult, so you may like to go through them with students first to make sure they understand. Avoid discussing them at this stage. You could also select one or two (or ask students to select one or two) of the more interesting questions and discuss those rather than focussing on all of them. You may like to write them on the board as this allows students to look at them, ask questions and then refer back to them while they are discussing a topic with other students.

This is a good opportunity to mix students up. Organize a seating pattern where students can easily change seats and talk to a different student after discussing a statement. Alternatively, you could ask students to stand while they talk about a statement with a partner. After they finish talking about a statement, they can talk to a new partner.

**B: How Much Do You Know? - Notes**

**Part 1**: You could set a time limit and ask students to answer within the specified time. If you suspect your students know very little or nothing about the Games, you could go straight to Part 2.

**Part 2:** Read the text below at a normal speed at least twice to students. They can check the answers they have written. Discourage them from writing down the entire list of sports for question 6 as this will take too long.

**B: How Much Do You Know? - Answers**

1. Countries that are members of the British Commonwealth. These are countries who are (or used to be) governed or controlled by the United Kingdom.  
2. 72 years (they began in 1930)  
3. every four years  
4. Manchester, England  
5. yes  
6. Aquatics, Athletics, Badminton, Boxing, Cycling, Gymnastics, Hockey, Judo, Lawn Bowls, Netball, Rugby 7s, Shooting, Squash, Table Tennis, Triathlon, Weightlifting and Wrestling.

**B: How Much Do You Know? - Text to be Read Aloud to Students**

The Commonwealth Games are a sporting competition for countries that are members of the Commonwealth of Nations. The Commonwealth (of Nations) is made up of the United Kingdom and independent countries which used to be governed or controlled by the United Kingdom (about 50 of them), or that still are.

The Commonwealth Games are held every four years and began in 1930 in Canada. They were first known as the British Empire Games but the name was changed to Commonwealth Games in 1974. This year they are being held in Manchester, England from July 25 - August 4.

At this year's games women will participate in all of the sports, except for three (rugby 7s, boxing and wrestling). Elite athletes with a disability will be included in the main sports program. The sports included in this year's Commonwealth Games are: Aquatics, Athletics, Badminton, Boxing, Cycling, Gymnastics, Hockey, Judo, Lawn Bowls, Netball, Rugby 7s, Shooting, Squash, Table Tennis, Triathlon, Weightlifting and Wrestling.

**Reading Activities**

**A: Understanding the Headline - Answers**

1. the Australian team  
2. A$500, 000  
3. the Australian government

**B: Scanning - Answers**

1. Australia  
2. 80  
3. about A$2.5 million  
4. A$500 million  
5. about 400  
6. bigger  
7. badminton, judo, wrestling and table tennis

**C: Choose the Best Answer - Answers**

1. b 2. a 3. c 4. c

**D: Reading Carefully - Answers**

1. Reportedly means 'according to what some people say.' The sentence may be true but has not been verified by the writer of the article. The figure given has been reported by some people (i.e. reported in the media) but may not be correct.

2. It suggests which team is likely to be more successful; It reports the comments of the Australian Prime Minister at a breakfast; It looks at how much funding the English and Australian teams have; It talks about some sports which have been reintroduced to the Games.

**E: Language - Answers**  
  
1. more 2. reportedly 3. extremely 4. also 5. more 6. reportedly 7. extremely 8. also 9. extremely 10. also

(Students could also use the word 'extremely' for question 8.)

**Post-Reading Activities**

**B: Mixed-up Words - Notes**As alternatives, you could write the jumbled names on the board and turn it into an class activity or have pairs compete against each other to see who can finish the list the fastest.

**B: Mixed-up Words - Answers**

Australia, Canada, India, Kenya, Malaysia, Pakistan, Papua New Guinea, Singapore, Zimbabwe, New Zealand  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please Note**: The Weekly Warmer **Sports Equipment Vocabulary** complements this lesson nicely as it introduces some of the sports in this year's Commonwealth Games. You may wish to do the warmer before the lesson.

The official Internet Commonwealth Games site is at: http://www.commonwealthgames.com  
A set of quizzes is at: http://www.commonwealthgames.com/Kits\_Zone/quizzes.asp

[ETG logo](http://www.english-to-go.com/members/index.cfm?CFID=1003522&CFTOKEN=10365442)

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**Intermediate - Upper-Intermediate Instant Lesson™**

**Bird Danger**

**Pre-Reading Activities**

**A: Read a report**

Read this short report about a problem at an airport and answer the questions. The report introduces you to the topic of today's article. (A glossary of words is provided to help you understand it.)

|  |
| --- |
| **January 1999 Report**  **Bird** **strikes** at the airport continue, causing delays in flights and thousands of dollars of damage to aircraft.  **Deterrents** to birds have so far proved unsuccessful. Noise and **pyrotechnics** have been used but after some initial successes, birds have become used to them and are no longer frightened. |

***Glossary Part One***

***strike:*** *the act of hitting something or somebody*

***deterrent:*** *a thing that makes somebody decide not to do something*

***pyrotechnics:*** *a display of fireworks*

**Questions:**

1. What is the airport's problem?
2. How have they tried to solve the problem?
3. How much success have they had?

**Reading Activities**

**A: Predicting**

1. Read the next sentence of the report and answer the question.

|  |
| --- |
| A border **collie** will now be used to try and **herd** birds away from aircraft. |

***Glossary Part Two***

***collie:*** *a breed of dog often used for guarding and looking after sheep*

***herd:*** *to move or drive something forward, especially a group of animals*

**Question:**

a. What is the airport going to do?

2. Talk to someone else and discuss this question

a. Why would the airport decide to use a collie?

**B: True or False?**

Read the article and decide whether these statements are true or false.

1. A bird strike is a collision between birds and an aircraft.
2. Before he began working for Southwest Florida International Airport Jet was an unwanted dog.
3. California's problem with bird strikes is less serious than Florida's.
4. The birds at the airport became used to noise.
5. Jet has now been trained to be cautious of alligators.
6. Part of Jet's job is to herd geese away from golf courses.
7. Dogs are often used to prevent bird strikes.
8. Border collies are very clever and can run very fast.

|  |  |  |
| --- | --- | --- |
| **Collie Herds Birds Out Of Plane's Way**   |  |  | | --- | --- | | Thursday May 20 FORT MYERS, Fla. (Reuters) - The newest employee at Southwest Florida International Airport works like a dog and his job is literally for the birds.  Jet is a 2-year-old border collie trained to chase birds away from airplane flight paths. The black and white male collie went to work in February and is believed to be the first dog in the nation used for runway bird herding, airport spokeswoman Susan Sanders said Wednesday.  ``It looks like it's working well. We haven't had one reported strike,'' Sanders said.  Bird strikes are a common problem at airports in Florida, which ranks third behind California and Texas in the number of strikes, airport officials said. Nationally, birds collide with 2,500 planes a year and have caused $48 million in aircraft damage since 1991. Since most bird strikes occur on approach, landing, take-off or the initial climb to altitude, prevention efforts focus on the airports rather than the skies.  Jet was trained by Border Collie Rescue, a Florida nonprofit group that takes in unwanted border collies and trains them for new uses. Trainer Nick Carter had put other border collies to work herding messy Canadian geese off of golf courses. He figured the breed's inherent tendency to herd, but not harm or kill, would make them a natural for airport duty. | Border collies are highly intelligent and can herd birds in specific directions rather than just scattering them. Because Jet doesn't bark and runs at speeds of up to 30 mph (48 kph), he is perceived as a stealth predator by the birds. Airport officials believe that will keep the birds from becoming desensitized to him as they have to other deterrents such as noise and pyrotechnics.  Jet lives in the airport kennel with other working dogs who sniff for explosives and illegal drugs. His work record has been spotless, with one minor glitch.  The airport is in a wetland area where the dog encountered alligators for the first time, and had to be sent back to his trainer for a week of alligator sensitivity instruction.  ``He didn't know what an alligator was and wasn't necessarily afraid of them,'' Sanders said. ``He was trying to herd them.'' |   Article © 1999 Reuters Limited. Lesson ©2001 www.english-to-go.com |

**C: Check your understanding**

This is part of a report written in **June** **1999** about the bird strike prevention program at the airport. Test your understanding of the article by completing the sentences using information from the article.

|  |
| --- |
| The bird strike prevention program using a border collie has been successful. Jet, the dog, trained by Border Collie Rescue, chases 1)........................... As a result, there haven't been 2)........................... Because Jet is silent and fast, the birds 3)...........................  A problem occurred when Jet encountered 4).......................... This was solved by 5)........................... Jet now knows to avoid 6)...........................  Article © 1999 Reuters Limited. Lesson ©2001 www.english-to-go.com |

**D: Fill the Gaps**

This is another short article written in **June** **1999**. Put the verbs into the correct verb form and voice. (The verbs could be active or passive, present simple or continuous, present perfect, past perfect, or past simple).

|  |
| --- |
| Jet \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(be)** a 2 year old male border collie. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(work)** at the airport since February.  Since 1991 bird strikes in the U.S. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(result)** in $48 million damage to aircraft. They usually take place when birds \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(hit)** planes that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(land)** or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(take)** off.  Jet\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ never **(see)** any alligators before when he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(meet)** some at the airport. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(try)** to herd them so his trainer, Nick Carter, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(give)** him some alligator sensitivity instruction.  Southwest Florida International Airport \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(be)** one of many airports having problems with bird strikes. Jet\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(be)** the newest employee at Southwest Florida International Airport. Before this he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**(rescue**) by Border Collie Rescue, an organization that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(train)** unwanted collies for new uses.  Article © 1999 Reuters Limited. Lesson ©2001 www.english-to-go.com |

**E: Grammar**

Find the ***S-subject*** and ***V-verb*** in each of these sentences and write **S** or **V** next to them.  
When you are trying to find the subject of a sentence ask the question '*Who*?'

1. Jet is a 2-year-old border collie.
2. The newest employee at Southwest Florida International Airport works like a dog
3. Nationally, birds collide with 2,500 planes a year.
4. We haven't had one reported strike.
5. Border collies are highly intelligent.
6. His work record has been spotless, with one minor glitch.
7. The dog encountered alligators for the first time.
8. They herded messy Canadian geese off golf courses.
9. He wasn't necessarily afraid of them.

**Post-Reading Activities**You may do one or more of these**.**

**A: What do they mean?**

Use your own words to explain the meanings of these phrases in bold from the article:

1. He figured the **breed's** **inherent** **tendency** **to** **herd,** **but** **not** **harm** **or** **kill,** would make them a natural for airport duty. (paragraph 5)

2. Because Jet doesn't bark and runs at speeds of up to 30 mph (48 kph), **he** **is** **perceived** **as** **a** **stealth** **predator** **by** **the** **birds**. (paragraph 6)

3. His **work** **record** has been **spotless,** with one minor glitch. (paragraph 7)

4. The airport is in a wetland area where the dog encountered alligators for the first time, and had to be sent back to his trainer for a week of **alligator** **sensitivity** **instruction**. (paragraph 8)

**B: Brainstorming**

How would you train Jet not to herd alligators?

1. Work alone and write a set of training instructions.

**Or**

2. Work in pairs and discuss the things you could do to train Jet.

**C: Extra Reading**

You may enjoy reading this short article about another way of frightening birds off runways.

|  |  |  |
| --- | --- | --- |
| **Famed Singer Frightens The Birds**   |  |  | | --- | --- | | LONDON (Reuters) - Friday September 10 It's not every pop idol's idea of an accolade, but rock singer Tina Turner has been deemed the best way to frighten birds off the runway of a regional British airport.  Turner's voice is more effective in scaring birds from Gloucestershire airport's landing strips than specially designed cassettes of bird distress calls, airport chief fire officer Ron Johnson told The Times newspaper. | ``We used to broadcast tapes with birds' distress sounds, but we found they don't work very well -- and what the birds really hate is Tina Turner,'' Johnson said.  Gloucestershire airport, in western England, is used by private pilots in light planes, business jets and helicopters. |   Article © 1999 Reuters Limited. Lesson ©2001 www.english-to-go.com |

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Read a report - Notes**

Students read the report and answer the comprehension questions. The report introduces them to some of the words from today's article.

**A: Read a report - Answers**

1. Bird strikes.
2. Noise and pyrotechnics.
3. The deterrents were initially successful but now birds are no longer frightened of them.

**Reading Activities**

**A: Predicting**

1. Use a border collie to try and scare the birds away.

**B: True or False - Answers**

1:T, 2:T, 3:F, 4:T, 5:T, 6:F, 7:F, 8:T,

**C: Complete this report - Notes**

Students finish the report by selecting appropriate information from the article and finishing the sentences. Make sure students pay attention to grammatical structures and do not just copy information directly from the text.

**C: Complete this report - Suggested Answers**

1) birds away from the flight paths of aircraft at the airport.  
2) any bird strikes at the airport since February.  
3) haven't got used to him and are still frightened by him.  
4) some alligators in his work and tried to herd them.  
5) giving Jet some alligator sensitivity instruction.  
6) alligators.

**D: Fill the Gaps - Suggested Answers**

Jet **is** a 2 year old male border collie. He **has** **been** **working** at the airport since February.

Since 1991 bird strikes in the U.S. **have** **resulted** in $48 million damage to aircraft. They usually take place when birds **hit** planes that **are** **landing** or **taking** off.

Jet **had** never **seen** any alligators before when he **met** some at the airport. He **tried** to herd them so his trainer, Nick Carter, **gave** him some alligator sensitivity instruction.

Southwest Florida International Airport **is** one of many airports having problems with bird strikes. Jet **is** the newest employee at Southwest Florida International Airport. Before this he **was** **rescued** by Border Collie Rescue, an organization that **trains** unwanted collies for new uses.

**E: Grammar - Answers**

1. (Jet-**S**) (is-**V**) a 2-year-old border collie.
2. (The newest employee**-S**) at Southwest Florida International Airport (works-**V**) like a dog
3. Nationally, (birds-**S**) (collide**-V)** with 2,500 planes a year.
4. (We**-S**) (haven't had**-V**) one reported strike.
5. (Border collies-**S**) (are**-V**) highly intelligent.
6. (His work record**-S**) (has been-**V**) spotless, with one minor glitch.
7. (The dog-**S)** (encountered-**V**) alligators for the first time.
8. (They-**S)** (herded-**V**) messy Canadian geese off golf courses.
9. (He-**S**) (wasn't-**V**) necessarily afraid of them.

**Post-Reading Activities**

**A: What do they mean? - Suggested Answers**

1. Jet's nature encourages him to herd animals. He has no instinct or desire to hurt or kill the animals he herds.
2. The birds see him as a quiet hunter: he isn't noisy so the birds are surprised by him**.**
3. Jet made no mistakes in his work until he met some alligators.
4. Jet was taught through exercises to become more cautious of alligators.

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**Intermediate - Upper-Intermediate Instant Lesson™**

**Birds of a Feather**

**Pre-Reading Activities**

**A:** **Careers**1. Match these words with their correct description. (You may need to use a dictionary.)

|  |  |
| --- | --- |
| **Person** | **Descriptions** |
| biologist | a person who studies weather conditions scientifically |
| archeologist | a person who studies fossils (things that died centuries ago and have been preserved in rock) |
| geologist | a person who studies animals and their habits scientifically |
| zoologist | a person who studies birds scientifically |
| meteorologist | a person who studies living things scientifically (e.g. plants, fish, animals, bacteria etc.) |
| paleontologist | a person who studies the materials that make up the Earth (e.g. rocks/soil) and the changes that have occurred during the Earth's history |
| ornithologist | a person who studies ancient times by looking at the buried remains of things like houses, burial sites, tools, weapons etc |

2. Which other person could help an ornithologist?

**B: Make a List**  
  
1. Work alone or in a small group and think about the questions.   
  
a. **Why is the scientific study of birds important?** Make a list of your answers.  
b. **What could happen if the place where you live has too many birds living there?** Make a list of your answers.   
c. Imagine that you are an ornithologist who has been asked to get rid of the birds around the place where you live. **How could you get rid of the birds?** Make a list of all the possible solutions to the problem.  
d. Look at your answers for question c. **Which of the solutions would harm the birds?**  
  
2. Now as a class combine all your solutions (by writing them on the board).



**Reading Activities**

You are going to divide into two groups (A and B). In your group you will read an article about bird problems and solutions.

**Worksheet for Student A**

**A: Write a Headline**

1. Read Article One quickly and make up your own headline for the article using no more than seven words.  
2. Now work with other students from your group. Write down all your headlines on a sheet of paper.  
3. Decide which headline is the most suitable.

|  |  |  |
| --- | --- | --- |
| **Article One**   |  |  | | --- | --- | | SINGAPORE (Reuters) Tuesday December 11 - Tiny Singapore is fighting an army of crows plaguing its high-rise apartments, in a battle reminiscent of scenes from director Alfred Hitchcock's film ''The Birds.''  The balmy city state is home to some 98,000 noisy, squawking crows, which feed on garbage and breed quickly. But it will take a decade to bring the pests under control and they may never entirely be stamped out, local biologists have concluded after a two-year study.  "If you are living in a housing block where two or three thousand crows come at night, then the problem could be enormous...in terms of the nuisance that they cause every night and they don't go away,'' biologist Navjot Sodhi, who headed the study, told Reuters. "The crows can double their population every year,'' Sodhi, an associate professor at the National University of Singapore, said on Tuesday. "They almost breed like flies.''  Singapore's crows are a foreign species which biologists believe migrated from Malaysia or Indonesia in the 1940s. | Sodhi and his team spent two years tracking their movements and habits in a study released on Monday, whose findings show the number of crows could be reduced to 10,000 within 10 years.  Singapore has shot crows and covered all public garbage bins in its efforts to trim the crow population over the years. Sodhi said the current efforts had to continue. "There will never be zero crows in Singapore, but we can probably reach 10 percent of the (current) population,'' he said.  Crows in some countries carry disease, but those in Singapore are not known to be a health hazard. Yet their sheer number means that people occasionally get pecked, and they also prey on some native birds.  **Words: plaguing** - troubling. **balmy** - warm and mild weather. **reminiscent** - that the writer of the article remembers being similar to. **nuisance** - a person or object that causes a problem or trouble. **migrated** - to move from one part of the world to another. **sheer** - the simple fact that something (e.g. size, number ) is so big. |   Article © 2001 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**B: Vocabulary**

Work in pairs with someone from your group and look at your list of words from today's article.  
Together write a short sentence that explains the meaning of each word. Use your own words. (Do not copy sentences from your dictionary). Your teacher will check your sentences.

When you have finished, find another pair in your group and take turns to read out one of your sentences to your new partners. (Mix up the order of your sentences.)

Your new partners should try to match your sentences with the correct word from your list.

**Words**  
1. breed  
2. stamped out  
3. entirely  
4. concluded  
5. enormous  
6. reduced  
7. current  
8. occasionally

**C: Analyzing the Text**  
  
 Find the answers to these questions in Article 1.  
  
1. What part of the world is the focus of this article?  
2. Why are the crows considered pests?  
3. Where do the crows usually go at night and why is this a problem? (You will need to use your own knowledge to help you answer this.)  
4. The total number of crows is 98,000 in 2002. What will it probably be by 2003, if numbers are not reduced?  
5. Have crows always lived in Singapore? Support your answer using the article.  
6. Describe the methods that are being used to reduce the crow population?  
7. Why would covering garbage bins reduce the crow population?  
8. What did biologists do over the two years that they studied the crows?  
9. How many years did the study claim it will take to reduce the crow population?  
10. According to the study reported in today's article...  
a. ...the whole crow population of Singapore can be destroyed.  
b. ...only ten percent of the crow population can be destroyed.  
c. ...approximately ninety per cent of the crow population can be destroyed.

**D: Information Exchange**

Work in pairs (one Student A and one Student B).  
  
**Part One:** Ask Student B these questions for Article Two and write the answers down. (Student B may not refer to his / her written answers.)  
  
**Questions to ask Student B**  
1. What part of the world is the focus of this article?  
2. What is the problem that the article describes?  
3. What was the solution that the article describes?  
  
**Part Two:** Work with Student B and answer these questions:   
1. What similarities do these two articles have?  
2. What differences are there?

**Worksheet for Student B**

**A: Headline**  
1. Read Article Two quickly and make up your own headline for the article using no more than seven words.  
2. Now work with other students from your group. Write down all your headlines on a sheet of paper.  
3. Decide which headline is the most suitable.

|  |  |  |
| --- | --- | --- |
| **Article Two** By Shasta Darlingto   |  |  | | --- | --- | | ROME Friday November 30 (Reuters) - The swarms of starlings that swoop down on Rome's historic piazzas and baroque churches every winter, forcing tourists and passersby to seek refuge under umbrellas, are about to get an earful.  The Italian League for the Protection of Birds (Lipu) will broadcast bird "distress calls'' over loudspeakers in the historic center starting next week, using a technology it has tried in Rome's leafy outskirts since 1995 to scare the birds away.  "We have recorded the sound that starlings make when there is danger and we will play it over megaphones at dusk when they are starting to nest down,'' Danilo Selvaggi, the coordinator of Lipu's Rome project, told Reuters Friday. "We want to chase the starlings out of concentrated urban centers with distress calls and spotlights. They will head to outlying parks and suburbs,'' he said. ``It is very efficient and there is no cruelty to birds involved since they just migrate to parks and woods outside the city,'' Selvaggi added.  Between October and February some four million starlings migrate to the Italian capital from Germany, Poland and Russia. The huge flocks also coat cars, buildings and anyone who has not found cover with bird droppings. Tourists are advised to carry umbrellas or raincoats at dusk and residents have to put up with the rank smell for months at a time. | Last year, a jet bound for Hong Kong with some 250 people aboard ran into a flock of starlings during takeoff from the Italian capital and had to make an immediate emergency landing. It took more than 24 hours to clean the engines out.  Ornithologists spotted the first starling in Rome in 1925, and since then the city's urban heat and tree-lined streets have lured millions of the small birds into downtown areas making the city one of the biggest starling nesting areas in the world.  This month, Lipu went after the birds at Prati, a residential area northwest of the historic center. In three days, the number of starlings fell to less than 100,000 from about one million, Selvaggi said.  Other cities around the globe are considering adopting the technology and even ships have followed suit, using the distress calls to keep the birds away while out at sea.  **Words: piazza** - a public square in Italy where there are buildings surrounding an open area which is in the shape of a square. **outskirts /outlying areas / suburbs** - the outer areas of a town or city. **megaphone / loudspeaker** - an instrument that makes sound louder. **rank** - a strong, unpleasant smell or taste. **lured** - attracted. **nesting areas** - places where birds build nests. **have followed suit** - have done the same thing. |   Article © 2001 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**B: Vocabulary**

Work in pairs with someone from your group and look at your list of words from today's article. Together write a short sentence that explains the meaning of each word. Use your own words. (Do not copy sentences from your dictionary). Your teacher will check your sentences.

When you have finished, find another pair in your group and take turns to read out one of your sentences to your new partners. (Mix up the order of your sentences.)

Your new partners should try to match your sentences with the correct word from your list.

**Words**   
1. swarms / flocks  
2. distress call / signal  
3. scare  
4. dusk  
5. migrate  
6. efficient  
7. spotted  
8. adopting

**C: Analyzing the Text**  
  
Find the answers to these questions in the article.  
  
1. What part of the world is the focus of this article?  
2. If you were an ornithologist, why would you be interested in Rome?  
3. What are the problems that swarms of starlings are causing in Rome?  
4. What is the proposed solution to getting rid of the starlings?  
5. What will happen to the starlings when this method is used?  
6. Why do you think Lipu is using this method instead of shooting or poisoning the birds?  
7. Why does Lipu believe that this method for scaring the birds away will work?  
8. In what season do the starlings migrate to Rome from Germany, Poland and Russia?  
9. Why does Rome attract the starlings?  
10. Where else has the technology been used?

**D: Information Exchange**  
  
**Part One:** Work in pairs (one Student A and one Student B). Ask Student A these questions for Article One and write the answers down. (Student A may not refer to his / her written answers.)  
  
**Questions to ask Student A**  
1. What part of the world is the focus of this article?  
2. What is the problem that the article describes?  
3. What was the solution that the article describes?  
  
**Part Two:** Work with Student A and answer these questions:   
1. What similarities do these two articles have?  
2. What differences are there?

**Post-Reading Activities**You may do one or more of these**.**

**A: Proverbs**  
A proverb is usually a well-known wise saying. Try and work out the meanings of these proverbs and sayings.

1. The early bird catches the worm.  
2. A bird in the hand is worth two in the bush.  
3. Birds of a feather flock together.  
4. To kill two birds with one stone.  
5. Don't count your chickens before they hatch.

Can you think of any more sayings about birds? If you can, add them to this list.

**B: Write a Letter**  
  
 Choose either Letter 1 or 2.  
  
**Letter 1**: You are Danilo Selvaggi, the coordinator of the Lipu's Rome project. You have just read the article about Singapore's war on crows. You decide to write a letter to the biologist Navjot Sodhi, who has been studying the crows. In your letter say that you believe that crows' "distress calls" could be used to get rid of the crows. Explain how your method works and how successful it has been.   
  
**Letter 2**: You are Navjot Sodhi. You have just read an article about Lipu's Rome project. You think that this is a good idea so you decide to write to Danilo Selvaggi telling him about  the problems you have in Singapore with crows and the methods you have used so far to get rid of them. You need to ask him how the "distress call" method works. You want to know how successful the method has been.

**C: Language**  
   
Look at this sentence from the article.

The balmy city state is home to some 98,000 noisy, squawking crows, **which feed on garbage and breed quickly**.

This is an example of a relative clause. *There are two types of relative clauses, ones that tell the reader* ***which*** *person or thing the writer means and a second kind that give the reader extra information about a person or thing.*

*This second kind of relative clause has a comma before it, and if it is in the middle of the sentence, a comma at the end of the clause. The word* ***"which"*** *is used for  things and "who" for people and they cannot be left out of the clause. The word '****that'*** *cannot be used in this type of relative clause.*

Look at the sentences in Numbers 1 - 5 below. Combine them to make one sentence, using the sentence in brackets as a relative clause to give extra information about a person or thing. (The clause will sometimes go in the middle instead of the end of the sentence.)

Choose from the following words: **which / where / who(m) / whose.**    
  
**Example:**The balmy city state has 98,000 crows. (The crows feed on garbage.)  
**Answer:** The balmy city state has 98,000 crows, which feed on garbage.  
  
1. Navjot Sodhi has been studying Singapore's crows. (Sodhi is a biologist and an associate professor at the National University of Singapore).  
2. Crows can double their population in a year. (Crows migrated to Singapore around 60 years ago.)    
3. Germany, Poland and Russia are home to many species of birds. (Starlings come from Germany, Poland and Russia.)  
4."No one can sit at an outside table at dusk," said a waiter. (The waiter works at a cafe near Rome's busy Piazza Repubblica.)  
5. The huge flocks of starlings coat cars, buildings and people with bird droppings. (The starlings migrate to Rome every winter.)

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**Please note:** This lesson will require some cutting and pasting, as the Reading Activities contain separate worksheets for Students A and B. The Reading Activities require students to be divided into two separate groups. They work in their groups and then share their answers. If you do not wish to do this, (or you are working one to one with a learner), you could choose one of the two articles and work through the activities for it, omitting Reading Activity D. You could also have students working through the articles in separate sessions (doing Article One on one day and Article Two on another day).

**Pre-Reading Activities**

**A: Careers-Notes**The suffix -ist (n) has two meanings. The first meaning is a person who holds a doctrine or belief e.g. *capitalist* or *communist*. The other meaning which is used in this activity is a person who holds a particular profession or job such as a *dentist* or *anesthetist*.  
  
**A: Careers - Answers**  
  
1.

|  |  |
| --- | --- |
| Person | Description |
| biologist | a person who studies living things scientifically (e.g. plants, fish, animals, bacteria etc.) |
| archaeologist | a person who studies ancient times by looking at the buried remains of things like houses, burial sites, tools, weapons etc. |
| geologist | a person who studies the materials that make up the Earth (e.g. rocks/soil) and the changes that have occurred during the Earth's history. |
| zoologist | a person who studies animals and their habits scientifically |
| meteorologist | a person who studies weather conditions scientifically |
| paleontologist | a person who studies fossils (things that died centuries ago and have been preserved in rock) |
| ornithologist | a person who studies birds scientifically |

2. A biologist. (Not a zoologist because they only study animals.)  
  
**B: Make a List - Notes**  
  
At the end of the lesson you could compare the problems and solutions that the students suggested with those mentioned in today's articles.

**Reading Activities**

**A: Write a Headline - Notes**  
  
The purpose of this activity is to help students summarize the article. They must understand the main points it makes in order to write an effective headline. Try and encourage students to keep the headline as short as possible. Accept any headlines that summarize the main idea of the article You may of course give them the original headlines at the end of the activity. In a one to one situation ask the learner to look at the article quickly and then think of a suitable headline.

**A: Write a Headline - Answers**

**Student A:** The headline for Student A's article is "The Long War Against Crows."

**Student B:** The headline for Student B's article is "Starlings Flocking to Rome Get an Earful."

**B: Vocabulary - Notes**  
  
If you wish to shorten this activity, you could assign pairs of students to do four words (i.e. one pair do four and another pair the second four words). They could then teach the other pair the meanings of the words.

In the Answers below, example sentences are not given. These will vary as each pair uses their own ideas. Check that they reflect the meanings given here.

**B: Vocabulary - Sample Answers**

**Student A**  
1. breed - to produce young (e.g. animals,birds, etc.)  
2. stamped out - ended, got rid of something completely  
3. entirely - completely, with nothing left out  
4. concluded - made a statement or decision after thinking carefully about all the facts  
5. enormous - very large  
6. reduced - made less in size, amount etc.  
7. current - present time   
8. occasionally - something that only happens sometimes i.e. does not happen regularly  
   
**Student B**  
1. swarms / flocks - large groups   
2. distress call or signal - sending out a warning call or signal that you are in danger.  
3. scare - to frighten  
4. dusk - the time just after the sun sets and just before it get dark.  
5. migrate - to go from one place to another at each season.  
6. efficient - works well and quickly.  
7. spotted - noticed and picked out something using your eyesight.    
8. adopting - (in this context) taking (something) from someone else to use for one's own purpose.

**C: Analyzing the Text - Answers**  
  
**Student A**   
1. Asia / Singapore  
2. There are too many of them. They are noisy. They cause trouble for the people living in apartments. They sometimes peck people and attack native birds.  
3. The crows roost on Singapore's high rise apartments and housing blocks. There are so many of them that they keep people awake because of their noisy squawking.  
4. 196,000 (double the current population)  
5. No, as the biologists believe that the crows originally came from Malaysia or Indonesia in the 1940s.  
6. The crows have been shot and all the garbage bins covered so that the birds don't have food.  
7. Covering garbage bins would help reduce the crow population, as the birds and their chicks would starve and then die.  
8. They tracked the movements of the crows (where they went to) and what their habits (types of behavior) were.   
9. Ten years.  
10. c.

**Student B**  
1. Europe/Italy  
2. Because Rome is one of the world's biggest starling nesting areas.  
3. Everything is covered in bird droppings. Tourists have to carry umbrellas and raincoats to protect themselves from bird droppings. The residents have to put up with the terrible smell the birds make. A jet had to make an emergency landing after it ran into a flock of starlings on takeoff.  
4. To use the sound that the starlings make when there is danger and play it over loudspeakers just when the starlings are arriving at their nests. If the starlings think there is danger they will move away. Spotlights are used as well.  
5. Hopefully, they will move to the parks and woods outside the city.  
6. Lipu uses this method, because they believe it is quick and it works well. It is not cruel to the birds.  
7. Because they tried the method in Prati, where, after three days, the numbers dropped from 1 million to less than 100,000.  
8. Winter  
9. Because the city is warm and the streets have lots of trees.  
10. On ships to keep the birds away.

**D: Information Exchange - Notes  
  
Parts One and Two**Students work in pairs (one Student A and one Student B). They help each other to complete the questions. For Part Two, 2 students could write their answers down, or just discuss them. It would be good to get pairs of students to then compare their answers with other pairs, or else have a class feedback session. This activity requires students to analyze the information they have read. The length and level of discussion will depend on how carefully the students have read their articles. The activity could end with students reading their partner's articles or doing the other worksheet in a following lesson.  **D: Information Exchange - Answers**  
  
**Part One Answers given by Student B to Student A**  
1.Europe / Italy  
2.That starlings, which are a type of bird, are causing problems in the city of Rome, because there are so many of them.  
3.The solution that the article describes, is to use the sound that the starlings make when there is danger and play it over loudspeakers at dusk when the starlings come back to their nests in the city.

**Part One Answers given by Student A to Student B**  
1. Asia / Singapore  
2.The problems that large numbers of crows are causing for high-rise apartments in Singapore.  
3.The the numbers of crows could be reduced by shooting them and covering all garbage bins.  
  
**Part Two**  
**Similarities:** Both articles are about the problems large flocks of birds cause in urban areas such as towns or cities. Both articles also discuss ways of reducing the bird populations. Interestingly it is the warm climate of both places that attracts the birds. **Differences:** The problems discussed are different and the solutions to the problem are very different. In addition, the starlings do not live permanently in Rome, whereas the crows do live permanently in Singapore. In Rome, a society that protects birds has found a method that drives away birds, but does not harm them. In Singapore biologists have suggested shooting crows as one method of getting rid of them. The main difference in terms of solutions is that people in Rome want to drive the birds away to somewhere else, whereas people in Singapore want to destroy the birds.

**Post-Reading Activities**

**A: Proverbs - Answers**  
1. The person who arrives early or acts quickly gets something good.  
2. Something that you have or are certain you will get is of more value than something that you do not yet have.  
3. People who are similar seem to attract each other (usually a negative expression e.g. thieves, greedy people etc).  
4. To get two results from doing only one action.  
5. Don't make plans based on something good that hasn't yet happened.

**B: Write a Letter - Notes**Students who completed Worksheet A could write Letter 2 and those who completed Worksheet B could write Letter 1.

**C: Language - Answers**  
  
1. Navjot Sodhi, who is a biologist and an associate professor at the National University of Singapore, has been studying Singapore's crows.   
2. Crows, which migrated to Singapore around 60 years ago, can double their population in a year.  
3. Germany, Poland and Russia, where starlings come from, are home to many species of birds.   
4. "No one can sit an outside table at dusk," said a waiter, who works at a cafe near Rome's busy Piazza Repubblica.  
5. The huge flocks of starlings, which migrate to Rome every winter, coat cars, buildings and people with bird droppings.

**Please Note:** The Intermediate - Upper Intermediate Instant Lesson '**Bird Danger**' looks at birdstrikes at airports and how a dog has been used to scare birds away.

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**Intermediate - Upper-Intermediate Instant Lesson™**

**BSE**

**Pre-Reading Activities**

**A: Brainstorming**

Can you remember anything about mad cow disease?

Work in groups of three and try to answers these questions:

* What did mad cow disease do to cows?
* How did some scientists think people could catch it?
* Why was the British Government so worried about it?

**B: Vocabulary**

Work in pairs. Match the following words with the meanings with which they are used in the article you are going to read. Use your dictionary if necessary.

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| **immune** | Different kinds of animals. |
| **infectious** | Being able to stop a disease. |
| **persistent** | Cannot be harmed by a disease. |
| **resistant** | Able to continue though difficulties. |
| **species** | Able to get, and be harmed, by a disease. |
| **susceptible** | Able to be passed on from one person or animal to another. (Usually a disease.) |

**Reading Activities**

**A: Fill the gaps**

The table below contains information from the article below. Fill the gaps by looking for the right information in the article.

|  |
| --- |
| * **Names** **of** **Scientists**: Drs. Race and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * **Name** **of** **Research** **Institute**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * **Name** **of** **Country** **where** **research** **was** **done**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * **Research** **on**: Mad cow disease and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (the human form of BSE) * **Summary** **of** **Research**: They discovered that prions (which cause \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ) can stay hidden for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of time in animals that were thought to be\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to BSE. * **The** **Meaning of the Research**: If animals like pigs and chickens have eaten food containing meat infected with scrapie (a disease similar to BSE) then they may have been infected with BSE and could have passed it on to humans. |

**B: Complete the Process**

Below is a description of the experiment the two doctors did using hamsters (a kind of animal). Read **paragraph 8** in the article below and complete the description:

Scrapie is a disease similar to BSE that hamsters get. Mice are immune to it.

**Step** **1**: Doctors injected the agent for hamster scrapie into \_\_\_\_\_\_\_\_\_\_\_.

**Result**: The mice showed no \_\_\_\_\_\_\_\_\_\_\_ of scrapie.

**Step** **2**: \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ later, doctors took brain and spleen tissue from the infected mice. They injected this into \_\_\_\_\_\_\_\_\_\_\_.

**Result**: The \_\_\_\_\_\_\_\_\_\_\_ and spleen caused hamsters scrapie disease when it was injected into the \_\_\_\_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
| **U.S. study raises new worries on mad cow disease.** By Patricia Reaney   |  |  | | --- | --- | | LONDON, April 22 (Reuters) - Mad cow disease may be even more infectious and persistent than experts had thought, U.S. scientists said on Wednesday.  They found that prions - the tiny mutated brain proteins that cause the brain-wasting disease - can exist undetected for long periods in animals that were thought to be resistant to the disorder.  The research raises the possibility that infected animals other than cattle could be linked to Creutzfeldt-Jakob disease (CJD), the human form of bovine spongiform encephalopathy (BSE) or mad cow disease.  "We report results that raise concern over the possible long-term persistence of infectivity in such clinically resistant species which may have implications for the control of BSE," Richard Race and Bruce Chesebro, of the National Institute of Allergy and Infectious Diseases in Hamilton, Montana, said in a letter in the science journal Nature.  So far there is no evidence that BSE can be transmitted from resistant animals, such as chickens or hamsters, to more susceptible species, but Race and Chesebro said more research is needed.  Mice, goats, mink, pigs and some members of the cat family can all get BSE.  Hamsters suffer from their own prion disease, called scrapie, to which mice are completely immune.  Race and Chesebro injected the infectious agent for hamster scrapie into the brains of mice. Although the mice did not develop signs of the disease, the scientists found that a year after the mice were infected, their contaminated brain and spleen tissue could cause the disease when it was re-injected into hamsters.  "Although we have not tested whether similar results would be obtained after oral ingestion, this unexpected and prolonged survival of a foreign scrapie agent raises the possibility that BSE infectivity might persist in various 'resistant' species exposed to BSE-contaminated feeds," they added. | The scientists voiced particular concern about poultry raised for human consumption, and said feed containing animal carcasses should not be fed to any animals.  "Additional experiments should be carried out to detect possible BSE infectivity in clinically normal BSE-exposed animal species," they added.  Scientists believe the BSE epidemic that broke out in British herds in 1986 was caused by cattle feed containing carcasses of sheep that died of scrapie, a prion brain disease similar to BSE.  Britain banned such feed for cattle in 1988, but it was still fed to pigs and chickens until it was outlawed for all animals in 1995.  The European Union slapped an export ban on British beef in March 1996 after London admitted a possible link between BSE and a new strain of CJD. Britain also slaughtered millions of cattle to eliminate the epidemic and reduce the risk of any possible transmission to humans.  So far 24 people have died from a new strain of CJD which scientists believe is caused by eating contaminated beef. Unlike the previous strain of CJD, a one in a million disease of mainly elderly people, the new variant hits people under 40.  "What comes out from this (research) is that we don't know where humans got new variant CJD from, and it's very difficult to do studies to find it out," Dr. Steve Dealler, a British microbiologist who has studied prion diseases, said in a telephone interview.  "It shows that the exposure that the human population, particularly in the UK, would have had to BSE is not just from cows but from all sorts of directions we haven't thought of."  Dealler said that pigs and chickens, and not just infected cattle, might have caused the disease in humans.  A spokesman for Britain's agriculture ministry said it will examine the U.S. study and is always open to new research from the scientific community.  Last month it said that new data suggested the BSE epidemic would fall to an insignificant level by 2001. |   Article © 1998 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**C: True or False?**

Decide whether these statements are true or false:

1. According to this research, it is not easy to infect other animals with BSE.
2. Goats and pigs can get BSE.
3. A disease that is similar to BSE is called scrapie.
4. This research shows that BSE can stay hidden in certain kinds of animals for a long time.
5. Animals can only get the disease when scientists inject infected tissue into them.
6. Animals are sometimes given feed containing meat from other animals.

**D: Grammar**

The passive is often used in scientific reports when the focus is on what was done, not on who did it.

Complete the sentences below using verbs in the active or passive voice.

1. Scientists \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (think) that BSE is very infectious and persistent.
2. Research \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (carry out) by two scientists that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (suggest) that infected animals other than cattle could also be linked to BSE.
3. Mice \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (inject) with hamster scrapie.
4. The scientists \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (discover) that the infected tissue from the mice \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (cause) scrapie in the hamsters.
5. Animals \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sometimes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (feed) with feed containing meat from other animals.

**Post-Reading Activities**You may do one or more of these**.**

Now you have finished reading, you could do **one** of the following activities:

**A: Work out a strategy**

If you were the government of a country with cows infected with BSE, what would you do?

In small groups make a list of the things you would do to try to prevent this disease from spreading.

**B: Further Reading**

Read this article about further research on Mad Cow disease, and compare these findings with the findings reported in the first article.

|  |  |  |
| --- | --- | --- |
| **Study Shows That Mad Cow Disease Infects People** By Maggie Fox, Health and Science Correspondent   |  |  | | --- | --- | | WASHINGTON Monday December 20 (Reuters) - Genetically engineered mice have helped prove that 50 or so people with a rare brain- wasting illness caught it by eating beef from cattle with mad cow disease, researchers said on Monday.  The mice became ill in exactly the same way when they were injected with diseased material from cattle that had died of the disease, and humans who had succumbed.  Michael Scott of the University of California, San Francisco, and colleagues there and at Western General Hospital in Edinburgh, Scotland, said their experiment provided very strong evidence that bovine spongiform encephalopathy (BSE or mad cow disease) and a new form of its human cousin, Creutzfeldt-Jakob disease (CJD), are the same.  BSE swept through British herds in the 1980s, and has killed more than 175,000 cows, most of them dairy cows. British officials were unconcerned until some people came down with a new variant of CJD, a brain-destroying disease that is normally seen only in one in a million people.  ``The magnitude of the potential risk to the human population is still speculative, but the death rate from nvCJD per year has remained approximately constant until recently, when a disquietingly high number of deaths from the disease, a total of nine new cases, was reported in the last quarter of 1998,'' the researchers wrote in their report, published in the Proceedings of the National Academy of Sciences.  ``Although it is not yet known whether this trend will continue, the possibility that a large section of the population is at high risk must be seriously entertained.'' | Experts say the disease has such a long incubation period in humans that an epidemic could be seen among people who ate infected British beef decades from now.  BSE and the new CJD, called nvCJD, have been strongly linked, but little experimental evidence proves the two are the same. Scott's group showed this link by creating mice that carry a bovine version of the prion protein, a brain protein believed to cause BSE and CJD.  When these mice were injected with BSE, they developed BSE in 250 days. When injected with human nvCJD, they developed the disease in the same time and had the same pattern of brain damage.  The researchers said they had broken down the ``species barrier'' that usually affects transmission of such diseases. Usually, each species of animal is different enough that their bodies handle the proteins in a slightly different way.  This is often enough to protect one species from getting a disease that affects another species.  But in the case of the prion diseases, which are known to affect sheep, cats, mink and deer, among other species, the species barrier seems to be leakier. Scott's team said their rats transmitted identical versions of the disease, with no species differences.  Scientists believe British cattle caught BSE from eating feed made out of sheep that were infected with scrapie, another version of BSE.  Last year, UCSF's Stanley Prusiner won a Nobel Prize for his theories that such diseases were caused by prions which, unlike bacteria and viruses, are extremely hard to destroy by cooking or with chemicals. |   Article © 1999 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**C: A process**

Think of any simple process and write down a description of it for someone else. Look at **Reading** **Activity** **B** for an example. Do not say what process you are describing. Your partner must guess what you have described.

**TEACHERS' NOTES AND ANSWER KEY**

**A:** **Brainstorming - Suggested Answers**

* Mad cow disease destroyed the brains of cows.
* People caught it from eating infected meat.
* The British Government worried that many people could have been infected after eating beef from British cows.

**B: Vocabulary - Answers**

**immune:** Cannot be harmed by a disease.  
**infectious:** Able to be passed on from one person or animal to another. (Usually a disease.)  
**persistent:** Able to continue though difficulties.  
**resistant:** Being able to stop a disease.  
**species:** Different kinds of animals.  
**susceptible:** Able to get, and be harmed, by a disease.

**A: Fill in the gaps - Answers**

Names of Scientists: Drs. Race and **Chesebro**Name of Research Institute: **the National** **Institute** **of** **Allergy** **and** **Infectious** **Diseases** **in** **Hamilton,** **Montana**Name of Country where research was done: **the** **USA**Research on : Mad cow disease and **CJD**Summary of Research:  
They discovered that prions (which cause **BSE**) can stay hidden for **long** **periods** of time in animals that were thought to be **resistant** to BSE.

**B: Complete the Process - Answers**

**Step** **1**: Doctors injected the agent for hamster scrapie into mice.  
**Result**: The mice showed no **signs** of scrapie.  
**Step** **2**: **A** **year** later, doctors took brain and spleen tissue from the infected mice. They injected this into **hamsters**.  
**Result**: The **brain** and spleen caused hamsters scrapie disease when it was injected into the **hamsters**.

**C: True or False - Answers**

1. False
2. True
3. True
4. True
5. False
6. True

**D: Grammar - Answers**

* Scientists **think** (think) that BSE is very infectious and persistent.
* Research **was** **carried** **out** (carry out) by two scientists that **suggests** (suggest) that infected animals other than cattle could also be linked to BSE.
* Mice **were injected** (inject) with hamster scrapie.
* The scientists **discovered** (discover) that the infected tissue from the mice **caused** (cause) scrapie in the hamsters.
* Animals **are** sometimes **fed** (feed) with feed containing meat from other animals.

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**Intermediate - Upper Intermediate Instant Lesson™**

**Buffalo Racing Festival**

**Pre-Reading Activities**

**A: Discussion**

Here is a list of some cultural festivals from around the world. See if you can match the festivals with the correct city or country where they are held.

|  |  |
| --- | --- |
| **Festival** | **Country** |
| Oktoberfest | Singapore |
| Diwali (Festival of Lights) | Mexico City |
| Dia de los Muertos (Day of the Dead) | Bunol, Spain |
| Chingay (Chinese New Year Festival) | Chiang Mai, Thailand |
| Rio Carnival | India |
| Mardi Gras | Rio de Janeiro, Brazil |
| Songkran Festival (water throwing) | New Orleans, USA |
| La Tomatina (tomato throwing festival) | Bavaria, Germany |

**B: Vocabulary**

* In groups, draw a circle in the middle of a large sheet of paper.
* In the middle of the circle write the word 'festivals'.
* Now think of as many other words or ideas as you can that come to your mind when you think of this word (e.g. dance, parade, Christmas etc.).
* Draw lines off the circle and write down the words at the end of the lines. You might have several words on one line if someone comes up with ideas that belong together.
  + (e.g. festivals ---- Christmas ---- parade ---- float ---- Santa Claus.)
* It doesn't matter if you cannot spell a word. Either draw a picture, or write the word down as it sounds to you, or use other words to describe it.

**C: Prediction**

The headline of the article you are going to read says,

**Buffalo Racing Festival Kicks Off.**

In what country might this festival be held? (If you need a clue, the festival is held in one of the countries listed above in Pre-Reading Activity A.)

**Reading Activities**

**A: Vocabulary**

**Part One**

This activity will help you develop strategies to discover the meanings of words.

1. As you read the article, circle all the words that you do not know, including any you have seen before, but don't know the meanings of.
2. When you have finished reading, write down all the words that you circled.
3. Before using a dictionary, see if you can guess the meanings of any of the words by reading the sentences that they are used in.
4. Write your guess beside the word.
5. Next, talk with another person in the class. Help each other to find the meanings of words you do not know.
6. Now find someone else in the class, and see if you can help them, or they can help you. Keep doing this until...
   1. you have either discovered meanings for all your words, **or**
   2. you have no-one left to talk to.
7. Finally, try using your dictionary to check your meanings.

|  |  |  |
| --- | --- | --- |
| **Buffalo Racing Festival Kicks Off**   |  |  | | --- | --- | | CHONBURI, Thailand Thursday October 12 (Reuters) - Thailand's annual water-buffalo racing festival kicked off on Thursday, attracting hundreds of farmers from Chonburi province near Bangkok to bring their animals in the hope of glory.  From dawn onwards, farmers had walked their buffalo through surrounding rice fields, splashing them with water to keep them cool before leading them to the race field.  Around 300 buffalo raced over the day in thundering groups of five or six, spurred on by riders wielding wooden sticks, to the cheers of hundreds of spectators.  "The festival has been going on for a few decades, aiming to preserve the traditional Thai way of buffalo racing," Ukit Tansawat, mayor of the Chonburi municipality, some 50 miles east of Bangkok, told Reuters. | "It is not only for fun. The festival also helps a great deal in preserving the number of buffalo, which have been dwindling at quite an alarming rate in other regions."  Buffalo are being replaced by more modern methods in Thai agriculture.  "I no longer use buffalo to cultivate rice fields. It is much easier and more convenient to use mechanical tractors for plowing and cultivating," said Koh Srisuwan, 47, who has been working in the rice fields since he was a boy.  Koh said he had 10 buffalo, two of which joined in Thursday's races. |   Article © 2000 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**Part Two**

* Each paragraph in today's article is given again below.
* Under each paragraph there are words in **bold type** that mean the same as a word or a phrase in the paragraph.
* Guess which word or phrase in the paragraph could be removed and replaced with the new words.
* After you have made your choice, underline the word or phrase you will remove.
* Next write out the whole sentence or paragraph.
* The first example is done for you.

Example:

Buffalo Racing Festival Kicks Off  
**begins**Buffalo Racing Festival begins.

1. CHONBURI, Thailand Thursday October 12 (Reuters) - Thailand's annual water-buffalo racing festival kicked off on Thursday, attracting hundreds of farmers from Chonburi province near Bangkok to bring their animals in the hope of glory.
   1. **yearly**
   2. **causing ( someone / something) to draw near / come closer**
   3. **region**
   4. **great fame**
2. From dawn onwards, farmers had walked their buffalo through surrounding rice fields, splashing them with water to keep them cool before leading them to the race field.
   1. **the time the day started to become light**
3. Around 300 buffalo raced over the day in thundering groups of five or six, spurred on by riders wielding wooden sticks, to the cheers of hundreds of spectators.
   1. **a little more or less than**
   2. **forced to run faster**
   3. **holding**
   4. **people who were watching the event**
4. "The festival has been going on for a few decades, aiming to preserve the traditional Thai way of buffalo racing," Ukit Tansawat, mayor of the Chonburi municipality, some 50 miles east of Bangkok, told Reuters.
   1. **twenty, thirty, forty or more years,**
   2. **keep**
   3. **old / customary**
   4. **elected head**
   5. **Chonburi local town council**
5. "It is not only for fun. The festival also helps a great deal in preserving the number of buffalo, which have been dwindling at quite an alarming rate in other regions."
   1. **becoming steadily fewer**
6. "Buffaloes are being replaced by more modern methods in Thai agriculture."
   1. **ways**
   2. **farming**
7. "I no longer use buffalo to cultivate rice fields. It is much easier and more convenient to use mechanical tractors for plowing and cultivating," said Koh Srisuwan, 47, who has been working in the rice fields since he was a boy. Koh said he had 10 buffalo, two of which joined in Thursday's races.
   1. **more suited to my needs,**
   2. **preparing the land for growing crops**

**B: Comprehension**

Answer these questions:

1. Why is buffalo racing important? (Find two reasons.)
2. Where in the article does it suggest that the farmers came from a distance to where the races were held?
3. Where in the article does it suggest that the festival did **not** take place a hundred years ago?
4. What is a more modern way of cultivating a field?
5. Why do you think some farmers may still use buffalo to plow the fields?

**C: Retelling**

Read all the instructions below before you begin this activity.

* Now that you have a good understanding of the article, put it away and tell the information to your partner.
* Your partner must have a watch to time you. Your partner must not interrupt. Make sure you cover all the main points in the article. At the end your partner will tell you if you have forgotten anything.
* Next tell the information from the article to a new partner, and then to another partner.
* Each time you retell the information try to decrease the amount of time you take.

**D: Language**

Rather than repeating the same information all the time, writers use words such as *it, she, them, those,* to refer to an idea, person or object that is in the surrounding text. The idea, person or thing being referred to might have already been discussed or may be about to be discussed.

1. In the paragraph below, circle all the words that refer to Koh.

Koh took two of his buffalo to the buffalo racing festival. He left eight of his buffalo behind at his father's home. The eight buffalo all belong to him but he no longer uses them for plowing his fields.

1. In the next paragraph, circle the words that refer to the water buffalo.

The farmers took their buffalo to the festival. On the way they splashed them with water to keep them cool before leading them to the race field. The young buffalo raced well but the old ones did not.

1. In this paragraph, circle the words that refer to the festival.

The festival is held annually. It is fun but it is also important, as it helps preserve the number of buffalo.

**Post-Reading Activities**You may do one or more of these**.**

**A: Delayed Copying**

In this activity you will be trying to remember as large a phrase as possible before copying it.

1. Read the first sentence in the article.
2. Look away from the article and then write the first sentence from memory. If the sentence was too long for you to remember completely, then break the sentence into smaller parts.
3. Keep going in the same way for at least the first three paragraphs. (You are doing this to try and improve your accuracy.)
4. Do not worry about spelling.

**B: Vocabulary**

**Part A**

The word '**kick**' has a number of different meanings. Find out at least three different meanings and make up a sentence for each meaning.



**Part B**

Sometimes the word '**kick**' is used in association with other words for example "kick off", which means "to start" (something). Find out the meanings of these expressions.

1. Kick about (around)
2. Kick up a fuss
3. Kick up one's heels
4. Kick the bucket
5. Kick someone in the pants or teeth

**C: Research**

Find out information to help you answer the following questions.

1. Where do water buffalo live?
2. What other name is commonly given to the water buffalo?
3. What do water buffalo look like (i.e. how big, color, hair, horns etc.)?
4. Are they wild animals or domesticated (i.e. live on a farm)
5. How many types of water buffalo are there and what are they used for?
6. What sort of climate is good for the water buffalo to work in?

**D: Comparison of Articles**

Read the articles 'Twenty Hurt in First Day of Pamplona Bull Run' and 'Animal Rights Activists Decry "Cruelty" '(featured in the Instant Lesson 'The Running of the Bulls') and compare them with this article. They are about a Spanish festival. Do you think that PETA, an international animal rights group, would protest against the buffalo races in Thailand? Give reasons for your answer.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Discussion - Answers**

|  |  |
| --- | --- |
| **Festival** | **Country** |
| Oktoberfest | Bavaria, Germany |
| Diwali (Festival of Lights) | India |
| Dia de los Muertos (Day of the Dead) | Mexico City |
| Chingay (Chinese New Year Festival) | Singapore |
| Rio Carnival | Rio de Janeiro, Brazil, |
| Mardi Gras | New Orleans, USA |
| Songkran Festival (water throwing) | Chiang Mai, Thailand |
| La Tomatina (tomato throwing festival) | Bunol, Spain |

**B: Vocabulary - Notes**

The whole focus is to brainstorm vocabulary, and by doing this, students will realize just how much vocabulary they know already. Spelling or word accuracy is not the focus of this activity.

**Reading Activities**

**A: Vocabulary**

**Part One - Notes**

This activity is designed to help students develop their own strategies in learning new vocabulary, and at the same time they are interacting with each other, making use of their existing language skills to negotiate meaning, and gaining valuable speaking practice.

**Part Two - Notes and Answers**

The words that have been replaced are underlined. The words that mean the same are in the order that they are used. They have not been mixed up.

1. Buffalo Racing Festival Kicks Off
   1. **begins**
2. CHONBURI, Thailand Thursday October 12 (Reuters) - Thailand's annual water-buffalo racing festival kicked off on Thursday, attracting hundreds of farmers from Chonburi province near Bangkok to bring their animals in the hope of glory.
   1. **yearly,**
   2. **causing (to draw near)**
   3. **region**
   4. **great fame**
3. From dawn onwards, farmers had walked their buffalo through surrounding rice fields, splashing them with water to keep then cool before leading them to the race field.
   1. **the time the day started to become light**
4. Around 300 buffalo raced over the day in thundering groups of five or six, spurred on by riders wielding wooden sticks, to the cheers of hundreds of spectators.
   1. **a little more or less than**
   2. **forced to run faster**
   3. **holding**
   4. **people who were watching the event**
5. "The festival has been going on for a few decades, aiming to preserve the traditional Thai way of buffalo racing," Ukit Tansawat, mayor of the Chonburi municipality, some 50 miles east of Bangkok, told Reuters.
   1. **twenty, thirty, forty or more years,**
   2. **keep**
   3. **old**
   4. **elected head of the**
   5. **Chonburi local town council**
6. "It is not only for fun. The festival also helps a great deal in preserving the number of buffalo, which have been dwindling at quite an alarming rate in other regions."
   1. **becoming steadily fewer**
7. Buffaloes are being replaced by more modern methods in Thai agriculture.
   1. **ways**
   2. **farming**
8. "I no longer use buffalo to cultivate rice fields. It is much easier and more convenient to use mechanical tractors for plowing and cultivating," said Koh Srisuwan, 47, who has been working in the rice fields since he was a boy. Koh said he had 10 buffalo, two of which joined in Thursday's races.
   1. **more suited to my needs,**
   2. **preparing the land for growing crops**

**B: Comprehension - Answers**

1. The first reason is that it is trying to preserve traditional Thai customs of which buffalo racing is part. The second reason is that buffalo racing is helping to keep up the number of water buffalo as not so many are being kept any more.
2. It said in the article that farmers had started their journey to the race field just as the sun was coming up, which is very early, and suggests that they had to walk a long way. However it depends on what time the race began, which is not mentioned.
3. The words "a few decades" suggest that the festival did not take place a hundred years ago. Therefore this festival is fairly new.
4. By using machines such as tractors to plow the rice fields.
5. Suggested answer: Because some farmers might not be able to afford a tractor, or their farms might be very small. Buffalo do not need spare parts, but tractors do. Older farmers may be used to using buffalo and not want to change to a new method. Tractors use fuel, which is also expensive.

**C: Retelling - Notes**

The purpose of this activity is fluency.

**D: Language - Answers**

The answers are in bold type.

1. Koh took two of **his** buffalo to the buffalo racing festival. **He** left eight of **his** buffalo behind at **his** father's home. The eight buffalo all belong to **him** but **he** no longer uses them for plowing **his** fields.
2. The farmers took their buffalo to the festival. On the way they splashed **them** with water to keep **them** cool before leading **them** to the race field. The young buffalo raced well but the old **ones** did not.
3. The festival is held annually. **It** is fun but **it** is also important, as **it** helps preserve the number of buffalo.

**Post Reading Activities**

**A: Delayed Copying - Notes**

Tell students that it is important that they do not copy word for word while doing this activity. The purpose is to check and improve accuracy using the tool of memory. Spelling is less important than grammatical correctness at this point.

**B: Vocabulary - Answers**

**Part A**

1. To give up. (e.g. I am going to kick my smoking habit.)
2. A pleasurable thrill.(e.g. He got a kick out of going on the roller coaster.)
3. Be annoyed with oneself. (e.g. I could kick myself for forgetting that I had overdue library books.)

**Part B**

1. Discuss an idea unsystematically
2. Create a disturbance
3. Have fun, frolic
4. He/she died
5. A humiliating punishment or disappointment.

**C: Research - Answers**

1. South China and the rice growing countries of South East Asia.
2. The Indian Buffalo
3. Very large animal; dull black, dark gray in color, 1.5-1.8 m (5-6 ft) in height, 2.4-2.8 m in length and 1,000 kg in weight approx. Little hair, huge horns.
4. Water buffalo are domesticated.
5. There are two types of water buffalo. The swamp buffalo is used for cultivating and plowing the rice-fields and the river buffalo is mainly bred for dairy production i.e. milk. The swamp buffalo is hardly ever milked. It is eaten when it gets too old to work. The river buffalo is used for meat and for plowing the fields.
6. A humid climate where there is lots of water.

**D: Comparison of Articles - Notes**

Note that buffalo racing could be compared to horse racing.

The lesson referred to for comparison is "The Running of the Bulls" which is in the Festivals section of the Instant Lessons library.

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**Intermediate - Upper-Intermediate Instant Lesson™**

**Business Class**

**Pre-Reading Activities**

**A: What's your opinion?**

Answer this question:

1. What things annoy you the most when you are flying?

1. uncomfortable seats.
2. other passengers who talk too much.
3. passengers who become aggressive or difficult.
4. poor food (not heated properly, not cooked properly).
5. boring food.
6. poor cabin service.
7. long delays before the flight takes off.
8. not being allowed to carry on as much cabin luggage as you would like to carry on.
9. flights being changed to different times.
10. bad weather forcing the airline to change its schedule.
11. Other (Your own ideas): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. Which of the things listed in Number 1 has happened to you in the last three years?

Now share your answers with someone else.

**Reading Activities**

**A: Predicting Part 1**

Read **paragraphs** **1** and **2** of the article and then answer the question below:

|  |
| --- |
| **Away on Business: Those Schedule Changes** By Michael Conlon  CHICAGO (Reuters) - Sunday November 21 Does a business travel trip ever come off without a hitch, every appointment met and each part of an itinerary completed as planned?  A new survey seems to say it can happen that way for a fortunate few, but travelers who find themselves changing course and jumping from one agenda to another on the road are in the majority.  Article © 1999 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**Question:** What do you think the aim of the survey was?

**A: Predicting Part 2**

Now read **paragraphs** **3** **-** **5** and see if your prediction was right.

|  |
| --- |
| OAG Worldwide, which publishes airline guides, found in its annual Business Travel Lifestyle Survey of 3,000 high-flying frequent travelers that one in three said they often have to change their plans and a sizable number of others said it happens at least sometimes.  The question asked was whether the travelers had to change itineraries for any reason during the previous year, including personal or family emergencies, scrubbed appointments, meetings that ran late and flights that were delayed or canceled, according to Vickie Driver, director of integrated marketing for the company.  She said 95 percent of those surveyed admitted it happened to them at least once. In addition, one in every five said they were often hit with flight schedule disruptions. |

**B: Scanning and Note-taking**

1. What problems mentioned in **Activity** **A** of the **Pre-Reading** **Activities** are repeated in **paragraphs** **3** **-** **8**? (Tick the ones that are mentioned).

2. What other problems for travelers that could make them change their plans are mentioned? Make a short list:

|  |  |  |
| --- | --- | --- |
| **Away on Business: Those Schedule Changes** By Michael Conlon   |  |  | | --- | --- | | CHICAGO Sunday November 21 (Reuters) - Does a business travel trip ever come off without a hitch, every appointment met and each part of an itinerary completed as planned?  A new survey seems to say it can happen that way for a fortunate few, but travelers who find themselves changing course and jumping from one agenda to another on the road are in the majority.  OAG Worldwide, which publishes airline guides, found in its annual Business Travel Lifestyle Survey of 3,000 high-flying frequent travelers that one in three said they often have to change their plans and a sizable number of others said it happens at least sometimes.  The question asked was whether the travelers had to change itineraries for any reason during the previous year, including personal or family emergencies, scrubbed appointments, meetings that ran late and flights that were delayed or canceled, according to Vickie Driver, director of integrated marketing for the company.  She said 95 percent of those surveyed admitted it happened to them at least once. In addition, one in every five said they were often hit with flight schedule disruptions.  The survey also found:  -- More travelers had carry-on baggage refused during the past year because of new airline restrictions than was the case the year before, and 40 percent of those polled said they'd change airlines if they found one that had more flexible in-the-cabin luggage policies. | -- Two percent said the have been on flights that had to be diverted as a result of unruly passengers causing trouble (the so-called air rage problem).  -- The average traveler took 21 business trips during 1999 and spent 48 nights away from home during them.  Driver also commented on another interesting trend picked up in a second, broader survey of business travel, one that included those who travel by air only once or twice a year and those who use cars as their basic travel mode. That survey was done by OAG in conjunction with the Travel Industry Association of America.  It found that the amount of business travel being done on all fronts last year in the United States was about average -- a finding that she said was somewhat surprising, given the fact that videoconferences and use of the Internet would seem on their face to be reducing the need for travel.  What is happening, she said, is that technology cuts both ways.  ``Business is globalizing. People are able to telecommute from home. They can live in a different state from where their office is,'' she said. ``But that creates a kind of push for travel .. there are times when people have to get together.  ``Technology has facilitated a decentralization of business which in turn makes travel necessary,'' she added. |   Article © 2000 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**C: Summarizing**

Read the whole article carefully and then fill in the gaps in this summary of the article. (Each gap may require one or more words):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ people who frequently travel by air were asked questions about their travel plans in the annual Business Travel Lifestyle Survey done by OAG Worldwide, a publisher of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . Survey findings included:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ respondents said they often had to change their travel plans.

One in five were often affected by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of respondents would like to change to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that offered more flexible policies about carry-on luggage.

The average traveler went on 21 business trips in 1999.

In a second survey done by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ respondents included businesspeople who travel infrequently (once or twice \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ) by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and those who use their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for travel.

This survey showed that the amount of business travel done in America had not decreased in 1998 but was similar to other years. Vickie Driver, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of integrated marketing for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , said this was because business was expanding worldwide requiring people to travel or meet at times.

**D: Language**

These words are from today's article. Look at these headings and sort the words into groups after the topics that follow.

**Words**

|  |  |  |  |
| --- | --- | --- | --- |
| airline | air-rage | appointments | business trip |
| cabin luggage | cancel | carry-on baggage | delays |
| finding | flight | flight schedule disruptions | Internet |
| itinerary | passengers | polled | question |
| telecommuting | travelers | trend | video conferencing |

**Topics**

|  |
| --- |
| **Flying**: |
| **Problems** **in** **flying**: |
| **Business** **Traveling**: |
| **Business** **Technology**: |
| **Surveys**: |

**E: Grammar - Countable or uncountable**

**Part one**Find **10** countable **singular** common nouns in the article.   
Remember you can usually put '*a*' or '*an*' before the word noun or noun phrase.   
Test your noun by putting it at the end of this practice sentence "This is a (an) \_\_\_\_\_\_\_\_\_\_e.g a business travel trip. If it makes sense, the noun is probably a countable, singular common noun. You can check your answers by using a dictionary, which usually tells you if a noun is countable-C or not.

|  |  |
| --- | --- |
| 1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 6.\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 7.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 8.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 9.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 10.\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Part two**

Find **10** countable **plural** common nouns in the article.   
Test your noun or noun phrase by putting it at the end of this practice sentence "These \_\_\_\_\_\_\_\_\_ are good" e.g travelers.

|  |  |
| --- | --- |
| 1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 6.\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 7.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 8.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 9.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 10.\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Part three**

In each sentence below find an **uncountable** noun.   
When a noun represents something uncountable it does not have a '*s*' ending.   
Test your uncountable noun by putting it at the end of this practice sentence 'There is not much \_\_\_\_\_\_\_\_\_\_\_ e.g. *luggage*.

1. More travelers had carry-on baggage refused during the past year because of new airline restrictions than was the case the year before.
2. 40 percent of those polled said they'd change airlines if they found one that had more flexible in-the-cabin luggage policies.
3. Business is globalizing.
4. What is happening, she said, is that technology cuts both ways.

**Post-Reading Activities**You may do one or more of these**.**

**A: Promote your company**

Work in small groups.

You work for an airline wanting to attract frequent business travelers. You have noted the problems mentioned for travelers in the 1999 Business Travel Lifestyle Survey and have decided to promise travelers that if they fly with you, they will not experience these problems.

1. Look at the problems you noted in **Reading** **Activity** **B** **1**. Which of them are normally caused by the airline?

2. Decide which of these you would like to promise travelers that you will avoid.

3. Write a letter to frequent business travelers promising to avoid these problems and inviting them to try your airline.

**B: Discussion**

Read these statements from the article and then answer the questions with another student.

1. An interesting trend shown in the survey was that the amount of business travel being done in the U.S. in 1998 was about average. In the statement below Driver offers an explanation for this trend:

'"Technology has facilitated a decentralization of business which in turn makes travel necessary,'' she added.'

To what extent do you agree with her explanation? Can you suggest any other reasons for the trend?

2. "More travelers had carry-on baggage refused during the past year because of new airline restrictions than was the case the year before, and 40 percent of those polled said they'd change airlines if they found one that had more flexible in-the-cabin luggage policies."

Do you share the opinions of those polled? Would you change to another airline for this reason? What other things might attract you to another airline?

**C: Language**

Choose three of the words you looked at in **Activity** **D** of the **Reading** **Activities** and for each word, prepare a sentence that demonstrates the meaning of the word. Then read each sentence to someone else. As you read a sentence to your partner, replace the word (you are reviewing) with the word 'elephant'. Your partner must guess the word.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: What's your opinion? - Notes**

You can either tell students to select all the items that annoy them or ask them to choose their top three pet hates. This list will be used again in **Activity** **B** of the **Reading** **Activities** and **Activity** **A** of the **Post-Reading** **Activities**.

**Reading Activities**

**A: Predicting - Notes**

Students make predictions about what the survey may have asked travelers and then check their guesses.

**A: Predicting - Answer**

The survey asked travelers whether they had to change their travel plans.

**B: Scanning and Note-taking - Answers**

1.

flights being changed to different times  
not being allowed to take on as much cabin luggage as you would like to carry on  
passengers who become aggressive or difficult (air rage)  
long delays before the flight takes off

2.

personal or family emergencies  
scrubbed appointments  
meetings that ran late

**C: Summarizing - Answers**

**3000** people who frequently travel by air were asked questions about their travel plans in the annual Business Travel Lifestyle Survey done by OAG Worldwide, a publisher of **airline** **guides**. Survey findings included:

**1 in 3** respondents said that they often had to change their travel plans.

One in five were often affected by **flight** **schedule** **disruptions**.

**40%** of respondents would like to change to **different** **airlines** that offered more flexible policies about carry-on luggage.

The average traveler went on 21 business trips in 1999.

In a second survey done by **OAG** **Worldwide** and the **Travel** **Industry** **Association** **of** **America** respondents included businesspeople who travel infrequently (once or twice **a** **year**) by **air** and those who use their **cars** for travel.

This survey showed that the amount of business travel done in America had not decreased in 1998 but was similar to other years. Vickie Driver, **director** of integrated marketing for **OAG** **Worldwide**, said this was because business was expanding worldwide requiring people to travel and meet at times.

**D: Language - Notes**

Students may find combinations of words other than the ones suggested below. Accept them if the student can sensibly explain why they associate a particular word with a different heading. Students could work individually or in pairs. (Pairwork will require them to argue and defend their choices as they do the activity. Answers can be checked in a whole-class session if you wish.)

You may like to do this activity over two sessions. In the first session, give students a list of the words and help them to learn their meanings in whatever way you think is most helpful for them, in the second session do the activity that is presented in this Instant Lesson. (Further revision is also offered by Activity C of the Post-Reading Activities.)

It would be a good idea to photocopy sets of answers on pieces of colored card or paper so that they will look attractive, and cut out and separate individual words. Students can then move individual words around and sets can then be used again more easily.

**D: Language - Suggested Answers**

**Flying:** airline, flight, carry-on baggage, cabin luggage, passengers,

**Problems in flying:** air-rage, delays, flight schedule disruptions, cancel,

**Business Traveling:** appointments, itinerary, business trip, travelers,

**Business Technology:** video conferencing, Internet, telecommuting,

**Surveys:** trend, finding, question, polled

**E: Grammar - Countable or uncountable - Suggested Answers**

Part one - There are more possible answers.   
1. hitch 2. appointment 3. itinerary 3. survey 4. agenda 5 traveler 6. company 7. trend 8. year 9. result 10. finding

Part two - There are more possible answers.   
1. passengers 2. airline guides 3. plans 4. itineraries 5.emergencies 6.appointments 7. meetings 8. flights 9. disruptions 10. restrictions 1

Part three  
1. baggage 2. luggage 3. business 4. technology

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**Intermediate - Upper-Intermediate Instant Lesson™**

**Cleaning Up Their Acts**

**Pre-Reading Activities**

**A: How Much Do You Know?**

Your teacher will give you some sentences that have been cut in half. Work in pairs and put the correct beginnings with the correct endings.

The sentences introduce you to some of the words and ideas that are found in today's articles about waste management.

**B: Listening For Information**

One of the countries having problems with waste management is Japan.

Imagine you work for Japan's Environment Ministry. Below is a chart that describes the problems Japan is facing with trash, but there is some information missing. Listen to your teacher read a short article and fill the gaps in the chart with information from the article.

**Chart - Waste Management Plan for Japan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Environment Ministry's Aim**: *To decrease the amount of waste that is buried in Japan.***2002:** 56 million **\_\_\_\_\_\_** of waste buried. **2010: \_\_\_\_\_\_** million tons of waste buried.   |  |  |  | | --- | --- | --- | | **How will this be done?** By recycling more waste and encouraging **\_\_\_\_\_\_.**  **Why does this need to be done?** Japan doesn't have many places to bury trash. People do not want to live near a **\_\_\_\_\_\_** site.  **How will Japan make room for more trash?** By creating islands off the coast of Japan from trash. By digging up old **\_\_\_\_\_\_** **\_\_\_\_\_\_** and **\_\_\_\_\_\_** the trash in them. |  | **Problems** **with these steps**? There will still not be enough space. **\_\_\_\_\_\_** trash can lead to the emission of carcinogenic dioxins.  **Other Ways of Encouraging Conservation?** Putting a **\_\_\_\_\_\_** on plastic supermarket **\_\_\_\_\_\_.** | |

**Reading Activities**

**A: True or False**

Your teacher will give you a copy of the article you listened to about Japan. Read the statements below and decide if they are true (T) or false (F) according to the article.

1. There is little room in Japan to bury trash.  
2. People in Japan do not want to live near a landfill site.  
3. Burning trash produces dangerous gases.  
4. It is possible to build new land out of trash.  
5. The government wants to encourage Japanese to use fewer bags made of plastic.

**B: What Do You Think?**   
  
Work in pairs and answer these questions about the article on Japan, using your own ideas.

1. How else do you think the Japanese government could encourage people to recycle more and use less?  
2. Why do people not want to live near a landfill site?  
3. Do you think it is a good idea to make new land out of trash? What would be the advantages? Can you think of any disadvantages?

**C: Choose the Best Answer**

Read Part One of the next article and choose the best answer for each of these questions.

|  |  |
| --- | --- |
| 1. The name 'Emerald Isle' is used for...  a. Dublin. b. Wicklow. c. Ireland. | 2. The two diggers are...  a. looking for an illegal rubbish dump. b. digging a new landfill site. c. burying lots of trash. |

3. Experts believe that...

a. there are a few landfill sites that could contaminate Wicklow's water supply.  
b. people are hiding their rubbish in the fields around Wicklow.  
c. there may be many other illegal rubbish dumps in the countryside around Wicklow.

**Part One**

|  |  |  |
| --- | --- | --- |
| **Emerald Isle struggles to maintain green image** By Kevin Smith   |  |  | | --- | --- | | WICKLOW, Ireland Tue Feb 4 (Reuters) - Against the skyline in the heart of Ireland's lush Wicklow Mountains near Dublin, two mechanical diggers make an **incongruous** sight as they dig in the earth.  They are searching for an illegal dump where thousands of tons of commercial and domestic waste may have been buried, which could **contaminate** the nearby **reservoir** that supplies most of the homes in the Irish capital. | The latest search follows the discovery of a large dump in the same area in December, which experts believe could be just one of up to 100 such sites hidden among the woodlands and fields of Wicklow. (Continued/...)  **Glossary: incongruous** - strange because it doesn't look as if it should be there **contaminate** - to pollute something **reservoir** - a lake used to store water for a town or city |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

Now do the same with these questions for Part Two of the article:

|  |  |
| --- | --- |
| 4. Ireland's economic boom of the 1990s meant that...  a. there was a lot more waste. b. household waste decreased. c. businesses had higher profits.  6. Ireland...  a. has been good at looking at waste management problems and thinking of how to solve the problems.  b. has been very slow to set up a waste disposal system for the whole country. c. is worried about the waste management problem and has asked for help from the European Union. | 5. Most of Ireland's waste is...  a. dumped illegally. b. burned in an incinerator. c. put into landfill.  7. A tax on plastic bags has been very successful in...  a. decreasing the number that people use. b. lowering the number that are thrown away. c. encouraging people not to use them. |

**Part Two**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | **CLEANING UP AFTER THE CELTIC TIGER** (.../Continued) Much of the blame for this problem is due to Ireland's "Celtic Tiger" economic boom of the 1990s when **consumption** increased the amount of commercial and household waste by 60 percent.  At the same time, landfill **capacity** - in which 90 percent of Ireland's rubbish is used - **dwindled** and years of chronic under-funding mean the country lacks alternative facilities.  There has also been strong public resistance around the country to the building of an incinerator to dispose of rubbish.  Ireland passed its Waste Management Act only in 1996, despite a European Union instruction requiring a network of waste disposal facilities in every member state in the early 1970s.  "We're lagging badly behind, and there is still significant catch-up to be done," Gerry Carty of the Environmental Protection Agency (EPA) said.  Ireland currently faces five legal cases over illegal waste brought against it by the European Commission.  On the Commission's **roll of shame** this places it ahead of Greece, Spain and Italy, but behind Britain, France and Germany.  Ireland is also at the bottom of the EU's league for waste recycling, with just eight percent being recycled compared for instance with 60 percent in Denmark. | **WHERE THE STREETS HAVE NO SHAME** Many Irish cities and towns face a severe litter problem, with Dublin a prime example.  Again, the boom-time **proliferation** of restaurants and fast food joints, combined with a swelling population, has added to the tide of garbage.  Last year the government introduced a tax on plastic bags. The tax of 15 euro cents per bag has so far raised more than seven million euros - to be spent on the environment - and has sharply cut the estimated 1.2 billion plastic bags previously thrown away each year, many of them ending up tangled in trees and hedgerows the length and breadth of the country.  "The attitude in Ireland is changing - the response to the plastic bag **levy** is a visible example of that. People are facing the fact that we have a problem and that they can't bury their heads in the sand," an environment ministry spokesman said.  "But litter and disposal of waste are still big issues and it does damage us - it doesn't help the lovely green image we try to portray at times."  **Glossary:** **consumption** - the using up of something **capacity** - the maximum amount that can be contained **dwindled** - gradually became smaller **roll of shame** - a list of names of people, countries, etc. who are not respected because they have failed or done something wrong **proliferation** - the sudden increase in the number of something **levy** - an extra amount of money paid as a tax to the government |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**D: Complete The Table**

You are now going to read Part One of a Question and Answer text looking at one company working in the waste disposal industry. Read it and complete the table of information.

|  |
| --- |
| **Name of company:   Name of system:   Developed in 1995 by:  What the system does:   Examples of the materials that the system can recycle:  Places in Europe where the system is being used:** |

**Part One**

|  |
| --- |
| **- What is VCU Technology?** The VCU system was developed in 1995 by Paul Brown and Graham Willson, two New Zealanders with a passion for the value of composting. They wanted to create a system that could turn organic waste into a compost product for reuse on the soil in a way that was practically and economically **viable**. VCU Technology Limited developed a unique composting system called the Vertical Composting Unit (VCU) to recycle a wide range of organic wastes, such as food scraps and food processing waste, into a nutrient-rich compost.  **- What materials can the VCU system recycle?** The VCU recycles organic (i.e. something of animal or plant origin) waste, including:   * Food scraps (for example, from homes and restaurants or food processing plants). * Animal byproduct wastes (for example, certain body parts left over from meat or poultry food processing facilities). * Some types of waste need to be treated before composting to aid handling and accelerate composting. For example, green waste must be shredded into smaller pieces, paper and cardboard must be chopped and wet to make a slurry, and very wet sludges and sewage go through a process called dewatering to remove some of the water.   **- Where around the world is the system being used?** There are VCU systems in operation in:   * Australia - Sydney, rural New South Wales, Lord Howe Island * Ireland - County Kilkenny, County Kildare * New Zealand - Auckland, Twizel and Matamata * United Kingdom - Lincolnshire, Manchester and London   (Continued/...)  **Glossary:** **viable** - successful, able to exist |

**E: Comprehension**

Below is Part Two of the Question and Answer text which describes how the VCU system operates. Read the questions and then find the answers in the text. (You do not have to understand every word of the text to answer the questions.)

1. How big is a VCU?  
2. What happens before the waste is put into the VCU?  
3. What takes the waste up to the top of the vertical chamber?  
4. What does organic matter produce when it is breaking down?  
5. What is removed from the bottom of the chamber?  
6. Why does the waste need to reach 70C inside the VCU?  
7. Would it be smelly to live near a VCU?

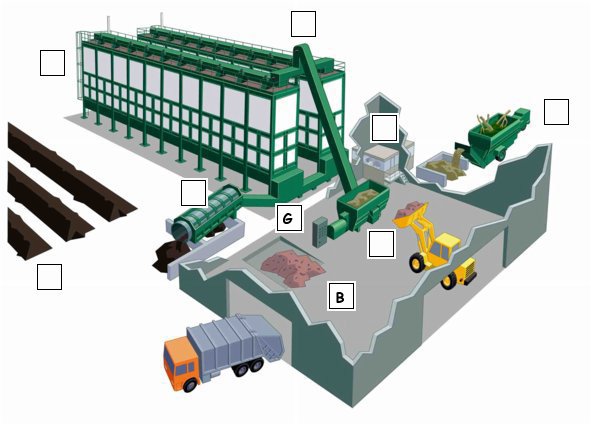
**Part Two**

|  |
| --- |
| (.../Continued)  **- Can you explain very simply how the VCU composting system works?** The VCU is an insulated vertical chamber about 13 meters tall and three meters wide.  The waste is collected beside the VCU and put through any necessary treatments, such as chopping or mixing, before it goes into a feed system. The feed system carries the waste up to the top of the chamber and feeds it into the opening. Because the composting process is continuous, the fresh waste drops on top of waste that is already starting to compost.  When organic matter starts to break down, or compost, it naturally produces heat. The VCU chamber is designed to encourage the heat flow down the chamber and airflow up. Gravity will naturally move the composting waste down the chamber over a 7 - 14 day period. Compost is removed at the bottom of the chamber each day.  It is important that the composting waste reaches a temperature of over 70≈C during the process in order to kill pathogens (bacteria, etc.) and weed seeds. The airflow up through the composting waste acts as a filter to remove odors, which is important from a practical point of view of where the VCU can be located. One VCU is located within meters of houses in central London - not all composting systems could be established in such a position.  (Continued/...) |

**Post-Reading Activities**You may do one or more of these**.**

**A: Understanding A Diagram**

Look at this picture showing the VCU system in action. Below the picture are some labels. Work in pairs and read the labels. Then decide where the labels (A, B, C, etc.) go in the picture.(Two are done for you as examples.)



**Labels**

**A. SHREDDING**: Green waste and / or wood chips are needed for bulk to mix with the organic wastes. They must be shredded and mixed to a consistent size.  
**B. ORGANIC WASTES**: The organic waste, such as food scraps or animal processing byproducts are delivered into an enclosed building or special storage area.  
**C. CHOPPER / MIXER**: The shredded green waste is mixed with the chopped organic waste before going into the feed system.  
**D. FEED SYSTEM**: Conveyors carry the mixed waste from the chopper / mixer to the top of VCU chambers, where each chamber is automatically fed individually.  
**E. CONTROL STATION**: A single operator controls and monitors the whole system from an office with remote control cameras and computer systems.  
**F. COMPOSTING**: The waste is composted as it moves from the top to the bottom of the chambers, over a cycle time of 7 - 28 days.  
**G. HARVESTING**: The compost is removed from the chambers and carried to the end of each row before going through a screening process.  
**H. SCREENING**: The screening system removes the oversized particles which are put through the composting process again. The rest is taken out to be rested / matured on a static heap.  
**I. MATURATION**: Before the compost can be used, it needs to mature or rest in an outdoor pile for 2 - 8 weeks, depending on end-use requirements.

**B: Extra Reading**

Here is Part Three of the Question and Answer text. Some words have been removed from the text. Read Part Three and fill the gaps with words from the list.

*animal, bacteria, buried, easier, fertilizer, fruit, garden, mess, produces, unpleasant*

**Part Three**

|  |
| --- |
| (.../Continued) **- What is compost used for?** Compost can be used in growing plants, from the home 1.\_\_\_\_\_\_\_ to commercial cropping and farming operations. Compost acts as a soil 2.\_\_\_\_\_\_\_, returning nutrients from the organic matter used to make it into the soil it is applied to.   Compost also adds fiber and structure to almost all soil types. Clay soils become less water-logged and 3.\_\_\_\_\_\_\_ to dig with the addition of compost. Sandy soils become able to hold water and nutrients better, thus meaning the plants produce more flowers, 4. \_\_\_\_\_\_\_ or vegetables.  **- Why can't household and commercial waste just be burned or 5.\_\_\_\_\_\_\_?** The organic component of waste - such as 6.\_\_\_\_\_\_\_ or plant matter - is not normally suitable to be burned as it has a high water content and the smell would be very 7.\_\_\_\_\_\_\_. When organic waste is buried in a landfill rubbish dump, the plant and animal material will rot or decompose, becoming a smelly wet 8.\_\_\_\_\_\_\_ that leaches out of the landfill into the surrounding soil.  Composting is basically rotting too, but in a controlled environment that 9.\_\_\_\_\_\_\_ a pleasant smelling, soil-like result free of 10.\_\_\_\_\_\_\_. |

**C: Language**

**Part One: Also** is an adverb. It is used to...

i. give more information about someone or something.

*'A tax on the plastic bags handed out free at supermarkets is also under consideration.'*

ii. show that the same fact is true for someone or something else.

*Japan is trying to solve its waste management problems. Ireland is also working on its trash problems.*

**Also** usually comes before the main verb:

*Supermarkets are encouraging shoppers to bring their own bags. They* ***also sell*** *bags rather than give them away now.*

However, **also** comes after **be** verbs:

*'Ireland* ***is also*** *at the bottom of the EU's league for waste recycling...'*

Read the text below and circle the 'also' that is correctly placed in each sentence. When you are finished, compare your answers with someone else.

1. Last year the Irish government introduced a tax on plastic bags. The Japanese A. also government B. also is C. also thinking about a plastic bag tax.

2. Many people in Japan are very reluctant to live near a landfill site. The Irish A. also have B. also opposed the establishment C. also of new landfill sites near cities.

3. Although A. also there were the benefits of high employment and a strong economy, the boom time B. also of the 90s C. also created problems for Ireland. Consumption during that period increased household and business waste by 60%.

4. Ireland is trying to deal with the problem of illegal rubbish dumps. These are a health hazard and A. also threaten B. also Ireland's image as C. also a clean, green country.

5. Ireland is ahead of Greece and Spain on the European Commission's roll of shame. It A. also is B. also ahead C. also of Italy.

6. There are a number of health problems with landfill sites, offering, for example, a home to different pests. However, large incinerators are not the answer to waste disposal. They A. also canB. also be a health risk, C. also emitting dangerous substances.

**Part Two:** Now write your own sentences about waste management and use 'also' to give more information about something or say that something is true for someone or something else.

**D: Personal Response**  
  
Work in pairs and take turns to complete the sentences below. You may then like to write your answers so that you can share them with other pairs.

*1. One thing that I have learned from today's readings is...  
2. I was surprised to learn that....  
3. I think that my country has / doesn't have a problem with waste management because...  
4. I think I could produce less waste by...  
5. We all need to try to produce less waste so that...*

**TEACHERS' NOTES AND ANSWER KEY**

**Please Note:** This lesson also has a reading comprehension exercise and a rubbish matching exercise for your students to do online at [www.instantworkbook.com](http://www.instantworkbook.com). You can get a username and password for your students by clicking on the blue icon next to this lesson description at [www.english-to-go.com](http://www.english-to-go.com).

**Pre-Reading Activities**

**A: How Much Do You Know? - Notes**Students are presented with some of the vocabulary and concepts from today's lesson. They work in pairs or groups of three to match the sentence beginnings with the correct endings. (Please note: the sentences are not in any particular order.)

You will need to make copies of the sentence beginnings and endings and then cut them into strips so that every beginning and ending has been separated. (It would be a good idea to copy the texts onto colored cards for ease of sorting.) Give each group a complete set of sentence beginning and ending strips that have been shuffled and tell students to put the strips face down on a desk. When you give the signal, each group turns the strips over and begins trying to match them.

When you feel everyone has had enough time to match at least some of the strips, ask everyone to stop. Students now take it in turns to read out a correct combination (i.e. a correct beginning with a correct ending). If they are right, the group gets a point. If they are wrong, the group next to them has a chance to correct their mistake. Go clockwise round all the groups until all of the sentence combinations have been read out correctly. The winners are the group to have read out the highest number of sentence combinations correctly.

(If you have a small class, they can work in pairs for this activity. Otherwise, groups of three students are a successful combination for a larger class.)

**A: How Much Do You Know? - Sentence Halves To Be Cut Up and Given To Students**

|  |  |
| --- | --- |
| An **incinerator** is... | ...another word for rubbish. |
| **Waste** means... | ...burning it or **burying** it in the ground. |
| **Compost** is... | ...is a place where large amounts of rubbish are taken and left. |
| To **recycle** something means... | ...the smoke can contain **carcinogenic** (cancer-causing) substances. |
| Countries often get rid of waste by... | ...an enclosed container for burning rubbish. |
| Burning trash can be dangerous because... | ...to use the thing or the materials it is made from again. |
| **Trash** is... | ...a mixture of plant matter, etc. which is added to the soil to help plants grow. |
| **Landfill** is... | ...an area of land where trash is buried under layers of earth. |
| A **dump**... | ...that are left lying around. |
| **Litter** is paper rubbish, bottles, cans, etc... | ...getting rid of waste. |
| **Waste disposa**l means... | ...material that isn't needed anymore, and is thrown away. |

**A: How Much Do You Know? - Answers**

An **incinerator** is an enclosed container for burning rubbish. **Compost** is a mixture of plant matter, etc. which is added to the soil to help plants grow.  
To **recycle** something means to use the thing or the materials it is made from again. **Waste** means material that isn't needed anymore, and is thrown away.  
Burning trash can be dangerous because the smoke can contain **carcinogenic** (cancer-causing) substances.  
Countries often get rid of waste by burning it or **burying** it in the ground. **Trash** is another word for rubbish. **Landfill** is an area of land where trash is buried under layers of earth.  
A **dump** is a place where large amounts of rubbish are taken and left. **Waste disposa**l means getting rid of waste. **Litter** is paper rubbish, bottles, cans, etc. that are left lying around.

**B: Listening For Information - Notes**

Give students a chance to read the chart first and think about what information might go in the gaps. Then read the text below two or three times to your students at a normal speed. Students listen and fill the gaps in the chart. They should then compare their answers in pairs or small groups.

**B: Listening For Information - Text To Be Read Aloud To Students**

With its landfill sites almost full, Japan has introduced a plan to halve the amount of trash it buries by 2010.  
  
The idea is to reduce the amount of waste buried from 56 million tons in 2002 to 28 million tons by 2010 by recycling more and promoting conservation, the Environment Ministry said.  
  
"We are running out of places to bury our trash," said an official at the Environment Ministry, adding that objections from local people made it difficult to develop new waste disposal sites.  
  
Several offshore islands have been created from excess landfill and the ministry's latest ideas include digging up old landfill sites and burning their contents to make room for more waste.  
  
But even this will not provide nearly enough space, while burning trash can lead to the emission of carcinogenic dioxins.  
  
"If we are going to deal with this problem, society itself must change," the official said.  
  
A tax on the plastic bags handed out free at supermarkets is also under consideration.

**B: Listening For Information - Answers**

**Chart - Waste Management Plan for Japan  
Environment Ministry's Aim**: *To decrease the amount of waste that is buried in Japan.*  
**2002:** 56 million **tons** of waste buried.  
**2010**: **28** million tons of waste buried.  
**How will this be done?**  
By recycling more waste and encouraging **conservation.  
Why does this need to be done?**  
Japan doesn't have many places to bury trash.  
People do not want to live near a **landfill** site. **How will Japan make room for more trash?**  
By creating islands off the coast of Japan from trash.  
By digging up old **landfill sites** and **burning** the trash in them.  
**Problems** **with these steps**?  
There will still not be enough space.  
**Burning** trash can lead to the emission of carcinogenic dioxins.  
**Other Ways of Encouraging Conservation?**  
Putting a **tax** on plastic supermarket **bags.**

**Reading Activities**

**A: True or False - Text To Be Copied And Given To Students**

|  |  |  |
| --- | --- | --- |
| **Overflowing Japan tries to put a lid on trash.**   |  |  | | --- | --- | | TOKYO Fri March 14 (Reuters) - With its landfill sites almost full, Japan has launched a plan to halve the amount of trash it buries by 2010.  The idea is to reduce the amount of waste buried from 56 million tons in 2002 to 28 million tons by 2010 by recycling more and promoting conservation, the Environment Ministry said.  "We are running out of places to bury our trash," said an official at the Environment Ministry, adding that objections from local people made it difficult to develop new waste disposal sites. | Several offshore islands have been created from excess landfill and the ministry's latest ideas include digging up old landfill sites and burning their contents to make room for more waste.  But even this will not provide nearly enough space, while burning trash can lead to the emission of carcinogenic dioxins.  "If we are going to deal with this problem, society itself must change," the official said.  A tax on the plastic bags handed out free at supermarkets is also under consideration. |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**A: True or False - Answers**

1. T, 2. T, 3. T, 4. T, 5. T.

**B: What Do You Think? - Sample Answers**

1. Answers could include public awareness campaigns on television and radio, school education campaigns, taxes on companies who make products with non-recyclable wrapping, some kind of reward system for people and businesses that recycle.  
2. The smell and the risk of disease. They are ugly to look at. Value of privately-owned land is lower. The threat of pests like rats that often live near a landfill site.  
3. Advantages: creating land in places where land is scarce; using up landfill instead of burning it or just burying it. Disadvantages: the cost; it may not be as safe, especially in an earthquake zone.

**C: Choose the Best Answer - Notes**Encourage students to read the questions and predict the answers before they read the article. This will prepare them to read and better understand the text.

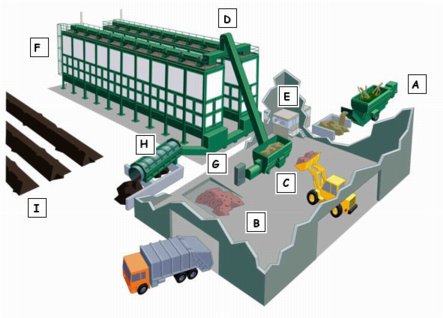
**C: Choose the Best Answer - Answers**  
Parts One and Two  
1. c, 2. a, 3. c, 4. a, 5. c, 6. b, 7. b.  
  
**D: Complete The Table - Answers**

**Name of Company:** VCU Technology Limited **Name of system:** Vertical Composting Unit (VCU)  **Developed in 1995 by:** Paul Brown and Graham Willson **What the system does:** turns organic waste into compost  **Examples of the materials that the system can recycle:** organic waste(Students can use any of the waste items from the list, e.g. food scraps, green waste, paper and cardboard, etc.) **Places in Europe where the system is being used:** the United Kingdom and Ireland

**E: Comprehension - Answers**

1. 13 meters tall and three meters wide.  
2. It is put through any necessary treatments like chopping or mixing.  
3. The feed system.  
4. Heat.  
5. Compost.  
6. To kill pathogens and weed seeds.  
7. No.

**Post-Reading Activities**

**A: Understanding A Diagram - Answers  
B: Extra Reading - Answers**

1. garden, 2. fertilizer, 3. easier, 4. fruit, 5. buried, 6. animal, 7. unpleasant, 8. mess, 9. produces, 10. bacteria.

**C: Language - Notes**  
**Part Two:** Look carefully at the sentences to see whether students have put **'also'** in the right positions**.**

**C: Language - Answers**

**Part One**1. (C) Last year the Irish government introduced a tax on plastic bags. The Japanese government is **also** thinking about a plastic bag tax.   
2. (B) Many people in Japan are very reluctant to live near a landfill site. The Irish have **also** opposed the establishment of new landfill sites near cities.  
3. (C) Although there were the benefits of high employment and a strong economy, the boom time of the 90s **also** created problems for Ireland. Consumption during that period increased household and business waste by 60%.  
4. (A) Ireland is trying to deal with the problem of illegal rubbish dumps. These are a health hazard and **also** threaten Ireland's image as a clean, green country.   
5. (B) Ireland is ahead of Greece and Spain on the European Commission's roll of shame. It is **also** ahead of Italy.   
6. (B) There are a number of health problems with landfill sites, offering, for example, a home to different pests. However, large incinerators are not the answer to waste disposal. They can **also** be a health risk, emitting dangerous substances.

**Part Two:** Answers will vary.

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**Computers Harm Children**

**Pre-Reading Activities**

**A: Discussion**

Talk about the following in a group of three or four:

1. Do you enjoy using computers? Why / Why not?
2. Have you ever used the Internet? If so, what sorts of things do you like to look up?
3. Talk about what you know about 'chat rooms'. Have you ever been to a chat room?
4. What do you think about people making friends through the Internet?

**B: Preparing for Reading**

Complete the following in a group of three or four:

**Part I**

Look at the headline of today's article:

**Computers Can Harm Young Children, U.S. Group Says**

What does 'harm' mean? (Use a dictionary if nobody in the group is sure of the meaning.)

Complete the table below with your own ideas on the topic of today's article:

|  |  |
| --- | --- |
| **Ways computers can harm young children** | **Ways computers can benefit young children** |
|  |  |

**Part II**

Write down two questions you would like the article to answer.



**Reading Activities**

**A: Checking your Ideas**

**Part I**

Read the article and add any information you find in the article that is not included on your table (from **Pre-Reading** **B**, **Part** **I**).

|  |  |  |
| --- | --- | --- |
| **Computers Can Harm Young Children, U.S. Group Says**   |  |  | | --- | --- | | WASHINGTON Tuesday September 12 (Reuters) - Early **exposure** to computers stops healthy development in children and such technology should only be introduced after elementary school, a group of U.S. educators and psychologists said on Tuesday.  The Alliance for Childhood, a group that focuses on child development, said in a report that computers and the Internet prevent preschool children from interacting with each other and adults.  "Children need a healthy education, and computers cannot provide them with a healthy education because children need a living education -- with live people," said Joan Almon, a **former** preschool teacher and US coordinator for the organization.  The US government has spent billions of dollars a year on new technology for elementary schools. In 1994, the Clinton administration said it would work with public schools to have them hooked up to the Internet by the end of this year. According to the report, in the last five years public schools have spent more than $27 billion in computer technology and related costs.  `'Children are not getting warmth, artistic inspiration and understanding. Only a teacher can do that," Kim John Payne, a Massachusetts child psychologist, told Reuters in a phone interview.  As of late 1999, 95 percent of schools were connected, said a spokesman for the US Department of Education.  Almon said some schools have cut back on teachers, library books, music and arts programs, and field trips to parks, while spending millions on computer hardware and software.  Studies show that introduction to computers at an early age does not increase children's creativity and can cause **eye strain**, repetitive stress injuries and **obesity**. | Those who frequently draw on a computer are **reluctant** to create hand drawings, and are extremely **critical** of their handwritten art work because it is not "**sophisticated** enough," she said.  The effects go beyond that, Payne said.  She said that increased computer lab time and shorter breaks make it difficult for children to develop their social skills. Early exposure makes children unaware of other children's emotions, she added. It is particularly damaging at a young age because the brain is most active in terms of the socialization process.  "When children are playing with a computer they are not playing with each other," Payne said. "It's a virtual world not a real world."  But not everyone agreed with the report. Alan Delamater, a child psychologist at the University of Miami, agreed about the risks such as **posture** problems and obesity, but said this was outweighed by benefits such as educational games.  "It's an inactive activity, but so is reading," Delamater said.  He said children need to learn to use computers at an early age because they are part of modern life, but stressed that parents must **monitor** things like computer games and Internet access.  While Almon and her peers encouraged parents and teachers to keep young children away from computers, they favored their use in the education of older children.  "They are wonderful tools," she said. "Let's be really careful about how we use them." |   Article © 2000 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**Vocabulary**

* **exposure:** contact with something, being affected by something
* **former:** the person used to have the job before, but not now
* **eye strain:** a tired condition of the eyes caused by such activities as reading or looking at a computer screen
* **obesity:** being very fat
* **reluctant:** not keen, not wanting to do something
* **critical:** saying something is not good quality
* **sophisticated:** advanced, complex
* **posture:** the way you hold your body
* **monitor:** to watch carefully

**Part II**

Compare your table with the students from your group.

**B: Finding Information**

Read the article again to find answers to the questions you wrote in **Pre-Reading** **Activity** **B** **Part** **II**.

Share your questions and answers with your group.

**C: Understanding Points of View**

Find information in the article to help you complete the table below. You must decide whether the person / group listed feel positive or negative about using computers with young children.

|  |  |
| --- | --- |
| **Person / Group** | **Positive / Negative** |
| The Alliance for Childhood |  |
| The Clinton Government |  |
| Joan Almon - former preschool teacher |  |
| Kim John Payne - child psychologist |  |
| Alan Delamater - child psychologist |  |

**D: Vocabulary**

Choose **five** words from today's article that you do not know. Then complete the following:

1. Copy the sentence from today's article (with the unknown word).
2. Look at the sentence and try to decide what part of speech the word is.
3. Look at the words which go together with the new word. Underline these words.
4. Try to guess the meaning of the word before you look in the dictionary. Write down your guess.
5. Look in your dictionary and find as much information as you can. Do all the following:
   * + check the part of speech.
     + read the example sentence if there is one.
     + notice other words with the same or opposite meaning.
     + look carefully at the grammar of the new word.
     + write your own sentence using the new word.
     + teach your new words to a partner.

**E: Grammar**

Work with a group and complete the following:

**Part I**

Look carefully at the sentences below.

1. Children need to learn to use computers.
2. Parents need to monitor things like computer games.
3. Introduction to computers at an early age can cause eye strain.
4. Computers cannot provide them with a healthy education.

**Part II**

Now write a rule for the verbs **'need**' and **'can'**.

1. In the positive, the verb **'need**' is followed by .......

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. The verb **'can'** is followed by ..........  
   After the third person (*he,she, it*) the verb '**can**' ..............

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Part III**

**'Can'** is a modal auxiliary verb. There are three other modal verbs used in the article. Write them down here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part IV**

**'Need'** is sometimes called a 'marginal modal'. This is because when used in a question or in a negative sentence, it can also be used like a modal i.e. (no third person 's', no past form and not followed by to + infinitive)

* Sort these sentences into two groups. What is the difference of meaning between the two groups?

1. You mustn't take life so seriously.   
2. You needn't wait for me if I'm not there at 1 o'clock.   
3. You mustn't be surprised if he shouts, he can't hear very well.   
4. You mustn't forget to send me a postcard.   
5. You needn't take your umbrella, it isn't going to rain.   
6. You needn't pay, it is my turn.   
7. You mustn't pay him. He has done a bad job and it isn't finished yet.  
8. You needn't get the train from the airport — I'll pick you up.

* **Complete the sentences:**   
    
  We use mustn't to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We use needn't when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part V**

Now answer the questions below. Everyone must ask and answer **one question each.** Think carefully about the grammar of your answers.

* 1. What are three things you must do every day?
  2. How many languages can you speak? What are they?
  3. What are the five most important things children need to do so that they grow up healthy and happy?
  4. What is one important thing you feel you needn't change about the way you study?

**Post-Reading Activities**You may do one or more of these**.**

**A: Say It!**

Work with a group of four. Choose one role each to talk about for at least one minute. When you have finished you may like to take a different role.

|  |  |
| --- | --- |
| **Role A** You are from the Alliance for Childhood. Talk about what you feel is a healthy education for children. | **Role C** You are the head of the Department of Education for the Clinton Government. Talk about why you have spent so much money on computer technology in schools. |
| **Role B** You are Alan Delamater. Talk about all the advantages of children using computers from an early age. | **Role D** You are a parent of a child who has just started school. Your child spends a lot of time at school in the computer lab. How do you feel? |

**B: Interview a Classmate**

Prepare some questions to ask a partner about their opinion on young children using computers. Be ready to talk to the class about what your partner said.

**C: Letter to the Editor**

Write a letter to a local newspaper. Give your opinion about the increase in computer time in schools.

**D: Vocabulary**

**Part I**

Today's article contains some vocabulary related to computers. Talk about the meaning of the words in **bold type** in the sentences below:

1. The Government said it would work with schools to have them **hooked up to the Internet.**
2. Some schools have spent millions on **computer hardware and software**.
3. It's a **virtual world**, not a real world.

**Part II**

Now try and find out the meaning of some more computer words.

1. He spends most of his time **surfing the net.**
2. He forgot to save his **document** on a **floppy disk**.
3. The computer **crashed** before I had saved my work.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Discussion - Notes**  
The number of students in a group is not particularly important. Working in pairs would also be appropriate for this task. The advantage of a larger grouping is the wider range of experience and knowledge to share. (If the Internet is available, you may wish to introduce the students to a chat room so they can try it out for themselves. If you do this, try and use a chat room on a reputable education site and monitor the students closely.)

**A: Discussion - Answers**A 'chat room' is a place on the Internet that people can access according to special interests or topics, for example fans of a particular rock band. In the 'chat room' people write their opinions using a nickname and others read what they have written.

**B: Preparing for Reading - Notes**You may wish to keep the same groups for this activity as for Pre-Reading Activity A. For Part II, you will need to circulate around the class to check students' grammar as well as checking that students' questions are reasonable in regard to what to expect in the article. Make sure you read the article first so you are able to steer students in the right direction with their questions.

**Reading Activities**

**A: Checking your Ideas - Notes**It is best to ask students to read the article without a dictionary. Some difficult words have been defined at the bottom of the article. It is good for students to develop the skill of guessing the meaning of unknown words by using the context the words appear in.

**A: Checking your Ideas - Answers**

|  |  |
| --- | --- |
| **Ways computers can harm young children** | **Ways computers can benefit young children** |
| 1. they stop children from relating to other people 2. computers don't give children the warmth and emotional connection they need 3. they limit a child's creativity 4. they can cause eye problems 5. can cause posture and stress injuries 6. they can cause weight problems because a child is not active enough 7. they make children not want to draw freehand 8. they make children not appreciate their own handwriting 9. they make children unaware of others' emotions | 1. educational games 2. useful skills for the future |

**C: Understanding Points of View - Answers**

|  |  |
| --- | --- |
| **Person/Group** | **Positive/Negative about computers for young children** |
| The Alliance for Children | Negative |
| The Clinton Government | Positive |
| Joan Almon - former preschool teacher | Negative |
| Kim John Payne - child psychologist | Negative |
| Alan Delamater - child psychologist | Positive |

**D: Vocabulary - Notes**It will be necessary to work together as a class learning to identify collocations of a word in a sentence, if the students have never done this before. The article provides many ready examples for students to practice with. Once students have mastered it, they will be ready to work independently with the words they have chosen for this task. You will need to circulate to make sure they are all on track.

**E: Grammar - Notes**

**Part I**

If you feel that the students will not be able to talk about grammar themselves it would be equally effective to do the activity as a class and elicit the rules from the students together.

**E: Grammar - Notes**Need is often referred to as a modal verb which is not strictly true.  
In British English, both forms of needn't are possible:  
you don't need to bother  
you needn't bother  
Although both are possible in American English, needn't is rarely used.

**E: Grammar - Suggested Answers  
Part II**1.In the positive, the verb 'need' is followed by to + the infinitive form of a verb   
2. The verb 'can' is followed by the base form of a verb (no to)  
3. After the third person (*he,she, it*) the verb 'can' does not have an 's'.

**Part III**  
would, must, should

**Part IV**

|  |  |
| --- | --- |
| You mustn't take life so seriously.  You mustn't be surprised if he shouts, he can't hear very well.  You mustn't forget to send me a postcard.  You mustn't pay him. He has done a bad job and it isn't finished yet. | You needn't wait for me if I'm not there at 1 o'clock.  You needn't take your umbrella, it isn't going to rain. You needn't pay, it is my turn.  You needn't get the train from the airport — I'll pick you up. |

**Complete the sentences:**   
We use mustn't to stop or forbid someone.  
We use needn't when it is not necessary to do something.

**Post-Reading Activities**

**A: Say It! - Notes**The students may enjoy changing this activity into a debate.

**D: Vocabulary - Answers  
Part I**

 connected to the Internet

 Hardware is the computer itself or computer equipment (what kind of screen the computer has, how much memory it has), and the software is the particular programs on the computer.

 Something that is not real but seems real.

**Part II**

 Using the Internet and going from one site to another to see what is there.

 A **document** is the writing/information that someone does on the computer, for example a letter, a story, a job application.

 A **floppy disk** is a flat piece of plastic which stores information for use by a computer.

 The computer stops working or fails suddenly for some reason.

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**Could You Mime That?**

**Pre-Reading Activities**

**A: Miming**

Your teacher will organize you into small groups and ask you to mime some actions.

**B: Vocabulary**

Read the definitions of words from today's article and choose the correct word to complete the sentences below:

***faultless*** *- without mistakes****yelling*** *- shouting****deaf*** *- unable to hear at all or hear well****armed*** *- provided, supplied****clumsy*** *- awkward / careless****interpreting*** *- explaining the meaning****animated -*** *lively*

1. When she talks about something she is interested in, she becomes very \_\_\_\_\_\_\_\_\_\_.  
2. Please stop \_\_\_\_\_\_\_\_\_\_ at me whenever I make a mistake.   
3. \_\_\_\_\_\_\_\_\_\_ modern art is often difficult. I often do not understand modern pictures.   
4. The musician was unable to play his violin after he became \_\_\_\_\_\_\_\_\_\_.  
5. I knew that it was going to be sunny, so I went to the outdoor meeting \_\_\_\_\_\_\_\_\_\_ with a sunhat and sunglasses.  
6. I'm sorry that I dropped the plate. That was very \_\_\_\_\_\_\_\_\_\_ of me.  
7. Her performance in the test was \_\_\_\_\_\_\_\_\_\_. She did nothing wrong and the judges gave her first prize.

**Reading Activities**

**A: Finding The Main Idea**

Read the question below and then find the answer in Part One of the article. Do this as quickly as you can.

*What makes this cafe rather different to most other cafes?*

**Part One**

|  |  |  |
| --- | --- | --- |
| **Deaf Waiters Bring Mime, Smiles to Paris Cafe** By Catherine Bremer   |  |  | | --- | --- | | PARIS Mon Aug 25 (Reuters) - At the Cafe Signes in Paris, the staff wear **beaming** smiles, the service is faultless and there is no yelling from the kitchen.  But if you want something to eat or drink, you are going to have to work out how to mime it -- most of the staff are deaf.  Armed with a leaflet showing the sign language for useful cafe terms and a sign alphabet printed on the place mats, clients at the four-month-old cafe smack their palms together and wave clumsy circles in the air as they try to order.  The ever-patient serving staff are **adept** at interpreting the **gawky** gestures of their ham-fisted customers, and for a rare moment, they enjoy **the upper hand**. | "Things are back to front here -- people who can't master sign language feel handicapped while the deaf are quite in their element," said Claudie Maynier, one of the four "hearing staff" who support the deaf or hearing-impaired workers.  What seemed like a huge gamble on paper has proved to be a roaring success, attracting curious locals in droves, as well as the hard of hearing from Paris and around the world, and helping break down the barriers between them. (Continued/...)  **Glossary: beaming** smiles **-** very wide and happy smiles **adep**t - very good at something, skillful **gawky** - shy and clumsy **the upper hand** - having more power than someone else in a situation and being able to make decisions about what happens |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**B: Reading For Specific Information**

Complete the following table of information about the cafe using Part One of the article.

|  |
| --- |
| **Name of cafe: Location: Things provided to help customers communicate with staff:  Number of 'hearing' staff:** **How successful the cafe has been:** *(not very successful / very successful*) **How customers order food or drink:** *use sign language or...* |

**C: Comprehension**

Read Part Two of the article and answer these questions.

1. Children who were born deaf sometimes have problems communicating and forming relationships. What problems can these difficulties lead to?   
2. What can public life be like for the deaf? Why?   
3. How does Bruce feel about working at the cafe?

**Part Two**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | **CONFIDENCE BOOST**  (.../Continued) Being born deaf often leads to psychological or behavioral problems, linked to difficulties with communicating and forming relationships as a young child.  Even in later life, without a visible prop such as a white stick to alert others to the handicap, integrating into public life can be **frustrating** and **distressing** when all around, people are having conversations you cannot easily follow or join in. | Watching 27-year-old Bruce breezily polishing glasses, you'd never guess he had a worry in the world. Grinning broadly, he jokes around with the staff or strikes up an animated sign conversation with a deaf customer at the bar.  "I love working here. I feel like I exist. I can't lip-read, but I can still communicate. I give people post-it notes to write down what they want, or they point to the menu," Bruce said, using Maynier to translate.  **Glossary:**  **frustrating** - upsetting or making someone feel angry **distressing** - causing pain or worry |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**D: Meanings in Context**

The following words and expressions in **bold** come from the article. Look at the words around them and think about what the words in bold mean. Then choose the best meaning for each one.

1. *...serving staff are adept at interpreting the gawky gestures of their* ***ham-fisted*** *customers...* (Part One)

a. their customers have hands like hams.   
b. their customers are awkward when trying to use sign language or mime things with their hands.  
c. their customers are annoyed and are waving their hands in the air.

2. *What seemed like* ***a huge gamble on paper****...* (Part One)

a. very risky when it was being planned.  
b. making a lot of money.  
c. using a lot of paper.

3. *...the deaf are quite* ***in their element****....* (Part One)

a. feeling strange.   
b. feeling uncomfortable.  
c. feeling comfortable .

4. *Watching 27-year-old Bruce* ***breezily*** *polishing glasses, you'd never guess he had a worry in the world.*(Part Two)

a. Bruce was making a breeze.   
b. Bruce was working happily.   
c. Bruce was working hard.

5. ***Grinning broadly****, he jokes around with the staff...* (Part Two)

a. having a big, wide smile.   
b. feeling bored.   
c. smiling shyly.

**E: True or False**

Read the article again and decide if these statements are **True (T)** or **False** **(F)**.

1. The kitchen at the cafe is quieter than other cafe kitchens.  
2. The customers feel awkward and clumsy when ordering food.   
3. The waiters find it difficult to understand the customers.   
4. All the waiters are deaf.   
5. The cafe attracts people from around the world.

**F: Thinking Carefully**

Answer these questions in pairs.

1. Why did the cafe seem like 'a huge gamble on paper'?   
2. Why are deaf people 'in their element' in the cafe?

**Post-Reading Activities**You may do one or more of these**.**

**A: Language**

In English, people will often use groups of words together. If another word with the same meaning is used in place of this word, the phrase can sound strange to native speakers. For example, the article says that the cafe has been '*a roaring success*'.

A roar means 'a very loud noise'. Words with the same or similar meaning to 'roaring' include **bellowing, shouting** and **yelling**. However, you can't talk about '~~a bellowing success~~' or '~~a shouting success~~.' A **collocation** is 'a combination of words that commonly go together in a language.' Students need to learn which words go together and keep lists of different collocations.

Here are some other phrases from the article with words that commonly go together:

*ever-patient, a rare moment, the upper hand, a huge gamble, break down barriers*

1. Match them with their meanings.

a. A time for doing something that doesn't happen very often.  
b. Removing or taking away things that make it difficult for people to have good relationships or communicate easily.  
c. A very risky decision that is made because you hope to get money or an advantage from it.  
d. Having more power in a situation and being able to control what happens.  
e. Someone who is always calm and doesn't get angry even when something difficult or annoying happens.

2. Use the phrases from 1. in the sentences below. Two of the phrases are used twice. (You **do not** have to change the forms of any of the words.)

a. She is \_\_\_\_\_\_\_\_\_ with him, even when he gives customers the wrong change or drops plates on the floor.  
b. For \_\_\_\_\_\_\_\_\_ the bar was peaceful and I could sit down and relax.  
c. After many months the manager realized that she now had \_\_\_\_\_\_\_\_\_ and the chef would follow her orders.  
d. Starting a restaurant for dogs was \_\_\_\_\_\_\_\_\_, and unfortunately, it didn't succeed.  
e. I'm hoping that our international dinners will help \_\_\_\_\_\_\_\_\_ between people from different cultures.   
f. We're taking \_\_\_\_\_\_\_\_\_ in serving free drinks, but hope that the extra customers this brings will increase our profits.  
g. The \_\_\_\_\_\_\_\_\_ waiter managed to smile, even when the customer began showing him photos of her family.

3. Now use some of the phrases from 1. in the dialogue below. (You will not use all of the phrases. You do not have to change the forms of any of the words.)

**Friend 1**: I've just been reading in the newspaper about a new cafe that's opened in Paris.  
**Friend 2**: Oh yes? What's so special about it?  
**Friend 1**: Most of the staff are deaf.  
**Friend 2**: And they run the cafe?  
**Friend 1**: Oh yes. There are leaflets telling customers the sign language for some cafe words and a sign alphabet.  
**Friend 2**: So you have to use sign language to order something?  
**Friend 1**: Yes. But the newspaper said the a.\_\_\_\_\_\_\_\_\_\_\_\_ staff are very good at working out what customers want.  
**Friend 2**: And it's been successful?  
**Friend 1**: A roaring success! They thought it would be b.\_\_\_\_\_\_\_\_\_\_\_\_, but it's very popular. A lot of deaf people from round the world go there, and locals too.  
**Friend 2**: I think it must be good for the deaf to have c.\_\_\_\_\_\_\_\_\_\_\_\_ for once. They must spend so much time feeling frustrated. But here they would feel in control.  
**Friend 1**: It would d.\_\_\_\_\_\_\_\_\_\_\_\_ too and help people understand some of the difficulties of being deaf.   
**Friend 2**: Perhaps we should go, when we visit Paris next year?  
**Friend 1**: Why not? I did learn some sign language when I was a kid, because one of my friends was deaf. It would be fun to try it again.

When you have finished, work with a partner and read the dialogue aloud.

**B: Role Play And Discussion**

Work in pairs. You are going to perform two role plays and then have a short discussion.

**Part One**

**Role Play One:** Student A is a customer at Cafe Signes in Paris. Think of five dishes you would like to order. Order your dishes by miming. Student B is a hearing-impaired waiter. Try to interpret what Student A wants.

**Role Play Two:** Do the same role play, but this time you may speak. Student A orders the dishes by speaking and Student B listens and takes the order.

**Part Two**

**Discussion:** Answer these questions with your partner.

1. How did you feel when you were doing Role Play One?  
2. How did you feel when you were doing Role Play Two? Were there any differences in what happened?  
3. How do you think deaf people feel if they are trying to order meals in a cafe where no help is given to the deaf?

**C: Discussion**

Discuss the following in groups of three or four.

1. What difficulties would deaf or hearing-impaired people experience in everyday life?  
2. What difficulties would they have learning a language?  
3. Do you know anyone who is deaf? What problems do they have? Tell other students about them.  
4. Here are a couple of examples of sign language letters. Do you know any sign language? If you do, teach some signs to other students.

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**TEACHERS' NOTES AND ANSWER KEY**   
Note: There is an Instant Workbook attached to this lesson.

**Pre-Reading Activities**

**A: Miming - Notes**

Divide the class into groups of about four students. One student from each group comes to the front of the class and is shown a card which depicts an action. The students then return to their groups and mime (act using only actions and facial expressions - no speaking) the action.

The first group to guess the action is the winner. Award one point for each win and the group with the highest number of points is the overall winner. Tell the students that since they are miming an action, the answer should be in the present continuous tense. E.g. Answer: *He is peeling a banana.*

You may want to give an example and demonstrate a mime e.g. *peeling a banana*. Finish your mime when a student gives the correct answer using the present continuous tense.

(For other miming activities, you may like to check the Weekly Warmers in the Resource section and use the 'search resources' function. Type in 'mime' as the keyword.)

**A: Miming - Cards to be Given to Students**

|  |  |  |
| --- | --- | --- |
| Drinking a cup of coffee | Playing tennis | Driving a car |
| Chopping vegetables | Playing a violin | Painting a picture |
| Reading a newspaper | Making a sandwich | Eating an ice-cream |
| Slipping on a banana skin | Counting money | Peeling a potato |
| Cutting / Chopping down a tree | Climbing a mountain | Other: |

**B: Vocabulary - Answers**

1. animated, 2. yelling, 3. interpreting, 4. deaf, 5. armed, 6. clumsy, 7. faultless.

**Reading Activities**

**A: Finding The Main Idea - Notes**

You may like to make this a speed reading activity in which students find the answer within a specified time. (Set a time limit appropriate for your class, or ask students to time themselves.) They should not have to read more than the headline and first two paragraphs to find the answer. Before they begin, remind them to read the question first.

Once they have finished, ask volunteers to tell you their times. Ask any student who did the activity correctly and quickly to tell the class how they did it (i.e. which parts of the article they looked at etc.)

**A: Finding The Main Idea - Answer**

Most of the cafe staff are deaf.

**B: Reading For Specific Information - Answers**

**Name of cafe**: Cafe Signes  
**Location:** Paris  
**Things provided to help customers communicate with staff**: leaflet showing the sign language for useful cafe terms, and sign alphabet on placemats  
**Number of 'hearing' staff**: 4  
**How successful the cafe has been**: very successful   
**How customers order food or drink**: use sign language or mime

**C: Comprehension - Answers**

1. psychological and behavioral problems, 2. frustrating and distressing; because all around, people are having conversations that the deaf person can't easily follow or join; 3. he loves working at the cafe.

**D: Meanings in Context - Answers**

1. b, 2. a, 3. c, 4. b, 5. a.

**E: True or False - Answers**

1. True, 2. True, 3. False (They are adept at interpreting the gawky gestures as customers mime their orders or try using sign language.), 4. False (There are four hearing staff.), 5. True.

**F: Thinking Carefully - Answers**

1. It would have been difficult to predict whether a cafe like this would be popular, as it is different to other cafes. People may have thought that the idea of having deaf waiters would be strange or inconvenient. They may have felt uncomfortable. However, the idea has been very popular.   
2. Deaf people are very good at sign language, so they feel comfortable in the cafe.

**Post-Reading Activities**

**A: Language - Answers**

1a. a rare moment, b. to break down barriers, c. a huge gamble, d. the upper hand, e. ever-patient.  
2a. ever-patient, b. for a rare moment, c. the upper hand, d. a huge gamble, e. break down barriers, f. a huge gamble, g. ever-patient.   
3a. ever-patient, b. a huge gamble, c. the upper hand, d. break down barriers.

**B: Role Play And Discussion - Notes**

In the second roleplay students speak. They perform the same role play, so that they can contrast what happened in both role plays.

A number of websites have information about different sign languages. If you wish to make Role Play One more authentic, you could provide students with a printed copy of a sign language alphabet. The following site has one that is printable from the Internet:

http://www.velocity.net/~lrose/deaf/alphabt.html

**C: Discussion - Notes**

4. Refer to the website given in Post-Reading Activity A for a sign language alphabet. You may like to check other sites on the Internet too.

**Please Note**: Students may enjoy another Intermediate Instant Lesson, 'No Distractions' which is about a Parisian restaurant where food is served in complete darkness.

[ETG logo](http://www.english-to-go.com/members/index.cfm?CFID=1003522&CFTOKEN=10365442)

[**Add to My Lessons**](http://www.english-to-go.com/members/view_lesson.cfm?lesson_id=164&sli=2&CFID=1003522&CFTOKEN=10365442#faveform#faveform)

**Intermediate - Upper-Intermediate Instant Lesson™**

**Court Punishments**

**Pre-Reading Activities**

**A: Ranking**

**Part One:** When it comes to deciding a punishment for a crime, do you think judges treat people equally?Do this activity to find out what you think.

Imagine the people in the table below were all found guiltyof stealing an expensive television set from a store. In your opinion **which of them would receive the lightest punishment from a typical judge?** Who would receive the **harshest** sentence?

**Rank** the people from **1** to **10** using the column marked **'Judge'.** 1 represents the lightest punishment and 10 the harshest punishment. (If you think all of them would be treated equally by a judge, write 1 next to all of them in the judge's column. If you think some would be given an equal punishment by a judge, then give those ones the same number.)

|  |  |  |
| --- | --- | --- |
| **Judge** | **Defendants** | **You** |
|  | A poor man |  |
|  | A poor woman |  |
|  | A rich man |  |
|  | A rich woman |  |
|  | A famous man |  |
|  | A famous woman |  |
|  | A teenage boy |  |
|  | A teenage girl |  |
|  | A male senior citizen |  |
|  | A female senior citizen |  |

**Part Two:** In Part One you were asked to guess what a 'typical' judge would do. How about yourself? How would you judge these people? Write your rankings on the right side of the list in the column marked 'You'.

After you have finished, compare your answers from Part One and Part Two with a partner.

**B: Vocabulary**

The following words written **in bold** are used in the article. Match the beginnings and endings of the sentences.

**Beginnings**

1. When I was young, my mother sewed a **quilt** for me...  
2. **In lieu of** going to jail for drunk driving, the driver was ordered to...  
3. If someone **snatches** your handbag or wallet, they...  
4. My friend **fainted** during his wedding because...  
5. If you **heed** your doctor's advice, you...  
6. If you **raise** your children well, they...  
7. The escaped prisoner **turned** himself **in** to the police after...  
8. The beautiful house was sold at **auction**...

**Endings**

A. ...he realized he could not get away.  
B. ...he was so nervous.  
C. ...do what he/she says you should do.  
D. ...steal it from you.  
E. ...so I'd stay warm in bed.  
F. ...to the person who offered the most money for it.  
G. ...go to defensive driving classes.  
H. ...will probably grow up to be well adjusted adults.

**Reading Activities**

**A: Question Construction**

Read the article and then write a question for each of the following answers.

**1. Question:  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?**  
**Answer: Sew a quilt for charity.**

**2. Question:**  
**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?**  
**Answer: She snatched her grandson from his parents.**

**3. Question:**  
**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?**  
**Answer: 74 years old.**

**4. Question:**  
**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?**  
**Answer: Betty Richmond**

**5. Question:**  
**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?**  
**Answer: 4 years old**

**6. Question:**  
**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?**  
**Answer: She said they were doing a poor job of raising him.**

**7. Question:**  
**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?**  
**Answer: Atlanta, Georgia.**

**8. Question:**  
**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?**  
**Answer: William Dyke**

**9. Question:**  
**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?**  
**Answer: One year.**

**10. Question:**  
**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?**  
**Answer: Children at play.**

|  |  |  |
| --- | --- | --- |
| **Grandma Ordered to Sew a Quilt**   |  |  | | --- | --- | | DODGEVILLE, Wis. Friday August 4 (Reuters) - A Wisconsin judge **ordered** a 74-year-old grandmother to sew a quilt for charity in lieu of serving jail time for snatching her grandson from his parents, the disappointed county prosecutor said.  Iowa County Judge William Dyke, taking **note** that grandmother Betty Richmond had fainted when ordered to serve 23 days in the county jail as part of her sentence, heeded a psychiatrist's advice on Monday that she could not do the time and created the alternative **sentence** -- the quilting project.  "I disagreed with the decision and told the judge I thought it creates a slippery slope where an individual can say their mental condition, their depression, precludes them from serving their sentence," county prosecutor Erik Peterson said. | Richmond had admitted to taking her 4-year-old grandson on a 1998 "trip" without telling the boy's parents, saying they were doing a poor job of raising him. A nationwide search was launched, and the grandmother turned herself in to Atlanta authorities with the boy unharmed.  Upon hearing from her doctor that Richmond was a quilter, Judge Dyke gave her a year to produce a quilt with children at play as the subject, to be sold at auction to **benefit** a children's charity.      Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com | |

**B: Guessing by Context**

Each of the words in **bold** in today's article can be used as a noun or a verb. Use contextual cues to work out the form and meaning of each word and then circle the most appropriate meaning.

1. **order** means...

A. to command; B. a written direction to do something.

2. **note** means...

A. something written down on a piece of paper; B. to give attention to something.

3. **sentence** means...

A. a punishment; B. to punish.

4. **benefit** means...

A. to help or improve something; B. something that is done to raise money for a good cause.

**C: Inference**

Find evidence in the article for the following statements:

1. The judge had already given the grandmother a sentence.  
2. The grandmother was shocked when she heard the judge's first sentence.  
3. Her psychiatrist believed the first sentence was unreasonable.  
4. The judge agreed with the psychiatrist's advice.  
5. The county prosecutor was unhappy with the judge's new sentence.

**D: Language**

Read the two sentences. What rule is demonstrated?

A. The photo was of a **4-year-old** boy.  
B. In the photo the boy was **4 years old**.

Some of the following sentences are correct and some of them are incorrect. Circle the correct sentences and put an X next to the incorrect sentences. Then change the incorrect ones to make them correct.

1. Betty Richmond is 74-years-old.  
2. She is the 74 year old grandmother who took her grandson from his parents.  
3. Her 4-year old grandson was unharmed.  
4. In lieu of a jail sentence, the 74 year old senior citizen was ordered to make a quilt.  
5. Some teenage students go on to university.  
6. Other teen-agers start working immediately.  
7. Quite a few people feel depressed when they turn 40-years-old.  
8.. The 45-years old man retired after winning the lottery.  
9. He was 65 years old when he retired.  
10. The Queen Mother of England turned 100 years old recently.

**Post-Reading Activities**You may do one or more of these**.**

**A: Debate**

Look at the two contrasting ideas from the judge and prosecutor in today's article.

Iowa County Judge William Dyke, taking note that grandmother Betty Richmond had fainted when ordered to serve 23 days in the county jail as part of her sentence, heeded a psychiatrist's advice and created the alternative sentence -- the quilting project.

County prosecutor Erik Peterson: "... I thought (the judge's decision to change the sentence from 23 days in jail to sewing a quilt) creates a slippery slope where an individual can say their mental condition, their depression, precludes (i.e.. excludes) them from serving their sentence."

You are going to prepare to debate the following topic:

**"Judges must consider the physical and mental condition of the guilty person when deciding the sentence."**

Divide into teams. Work together with your teammates to prepare your arguments and discuss what your different roles are. Then debate the topic with an opposing team.

**B: Writing**

Imagine Betty Richmond has phoned you to ask for some ideas about what to sew on her quilt. She needs you to do two things: 1. Give her some examples of 'children at play' (e.g. Children play ball, Children play on swings etc.); and 2. Write a short poem about children at play so she can sew it into the quilt. When you have finished, share your list and poem with some classmates.

**C: Group Discussion**

In large groups discuss the following questions:

1. Do you think the grandmother was living with her grandchild when she snatched him? Do grandparents typically live with some grandchildren in your culture?

2. Do you believe this situation (i.e. a grandmother snatching a grandchild from their parents) is likely to occur in your country? Can you think of a circumstance in which it might happen?

3. What is the role of a grandmother in your culture?

**D: Further Reading**

Read the following article about another judge who made an unusual decision and then answer the questions.

1. How much money was taken from the man?  
2. Who did the judge say was stupid: the mugger (attacker) or the victim? Why?  
3. How did the victim feel about the judge's decision?

|  |  |  |
| --- | --- | --- |
| **Judge Calls Mugging Victim 'Stupid'**   |  |  | | --- | --- | | WINNIPEG Friday July 21 (Reuters) - A Canadian mugging victim got less than he bargained for in court when the judge called him "stupid" for failing to be careful in a rough neighborhood, and then let his attacker go, a local newspaper reported on Thursday.  "If you walk around jingling money in your hand...it's like walking in the wolf enclosure at the city zoo with a pound of ground beef in your hand," Judge Charles Rubin was quoted as saying by the Winnipeg Free Press.  The theft of C$12 ($8.15) took place earlier this year after the man, 46, left a store late at night and was approached by two men, one of whom grabbed the money he was holding in his hand. | The judge said he was not satisfied there was evidence of a robbery but called the victim a "stupid civilian, who admits that he was stupid", the newspaper said.  The western Canadian city of Winnipeg, with a population of 700,000, has several rough areas and the neighborhood where the incident took place is notorious as a high-crime area frequented by drug dealers.  The victim told the newspaper he was "insulted" by the judge's remarks and groups working to improve their neighborhood's reputation were angered by the comments. The prosecutor's office is considering an appeal. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Ranking - Notes**

Be sure students understand that in Part One they are to rank the defendants according to how they **think** **a** **judge** would pass sentence on these people. In Part Two **the** **student** becomes the judge. Remind students that ranking two the same is okay.

In Part One you may wish to think of a different criminal offense and use this instead of the given one of stealing a television.

**B: Vocabulary - Answers**

1.E; 2.G; 3.D; 4.B; 5.C; 6.H; 7.A; 8.F.

**Reading Activities**

**A: Question Construction - Suggested Answers**

1. What did the judge order the grandmother to do?  
2. Why did the judge sentence her sew a quilt?  
3. How old is the grandmother?  
4. What is her name?  
5. How old is her grandson?  
6. Why did she snatch her grandson from his parents?  
7. Where did she turn herself in?  
8. What is the judge's name?  
9. How long does she have to finish the quilt?  
10. What will be on the quilt? or What is the subject of the quilt?

**B: Guessing by Context - Answers**

1.A; 2.B; 3.A; 4.A.

**C: Inference - Suggested Answers**

1. He had ordered her to serve 23 days in the county jail for snatching her grandson from his parents.  
2. She fainted when she was ordered to serve 23 days in jail.  
3. The psychiatrist told the judge that she could not 'do the time.'  
4. He changed the sentence to the quilting project.  
5. He told the judge that he disagreed with his decision.

**D: Language - Notes**

In both sentences the boy's age acts as an adjective to describe the boy. Hyphens are used between the words if the age comes before a noun (see A) and the 's' is dropped on the word 'years'. Hyphens are not used if the age is not followed by a noun (see B).

**D: Language - Answers**

1.74 years old; 2. 74-year-old grandmother; 3. 4-year-old grandson; 4. 74-year-old senior citizen; 5. correct; 6. teenagers; 7. 40 years old; 8. 45-year-old man; 9. correct; 10. correct.

**Post-Reading Activities**

**B: Writing - Notes**

If any students have trouble getting started, you could tell them about a simple verse style called a cinquain (5 lines). The writing pattern looks like this:

Line 1 - title  
Line 2 - description of title (usually adjectives)  
Line 3 - action of title (usually verbs)  
Line 4 - feeling about title  
Line 5 - synonym for title

The following example is a simple cinquain.

Dream Wedding

My Wedding  
Beautiful, brilliant, colorful  
Kissing, exchanging rings, clapping  
Happy, glad  
Splendid

**D: Further Reading - Answers**

1. C$12 ($8.15)  
2. The judge called the victim "stupid" because he had walked through a dangerous neighborhood with money in his hands.  
3. He was insulted by the judge's remarks.

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**Intermediate - Upper-Intermediate Instant Lesson™**

Debt Relief Needed

**Pre-Reading Activities**

**A: Brainstorming**

What is a hurricane?

Have you heard about Hurricane Mitch? If yes, talk to someone else and see if you can answer these questions:

* Which part of the world did Hurricane Mitch affect?
* When did it hit?
* Which countries, in particular, did it affect?
* How were these countries affected?

If no, go on to **B**:

**B: Matching Words and Meanings**

Today's article has some financial and economic words. Match these words from the article with their meanings:

**Vocabulary from the Article**

|  |  |
| --- | --- |
| to invest | creditors |
| to write (a debt) off | infrastructure |
| relief aid | to service (a debt) |
| funds | income |

**Meanings**

1. money received as payment for work or business
2. to use money to buy shares or property or develop a property in order to earn interest
3. financial resources
4. the structures and facilities that a country needs to function effectively (e.g. buildings, roads, water and power resources, etc.)
5. a person or company to whom money is owed
6. to cancel a debt (or no longer expect to get money owed back)
7. to pay interest on a loan
8. food, money or medical supplies given to people in great need

**C: Making Questions**

Today you will be reading about a special meeting that took place on 9 November in Central America. Here are some questions which you will answer in Section A of the Reading Activities. Put the words in each sentence in order:

1. held / meeting / where / was / emergency / the ?
2. the / took / in / meeting / who / part ?
3. ask / for / what / did / they ?
4. Honduras / the / about / what / President / of / the / hurricane / did / say ?
5. owe / what / Honduras / Nicaragua / in / debt / do / and ?
6. did / what / call / French / Minister / for / Prime / the ?
7. hurricane / made / by / how / were / homeless / many / the / people ?

**Reading Activities**

**A: Comprehension**

Take the questions that you made in the last section and look for the answers to them in **Paragraphs 1-7 of** the article



**B: Reading and Note-taking**

Divide into three groups, **A**, **B** and **C**. Each group is going to read a different section of the article and take notes. After this, members of the different groups will work together to complete a table of information.

**1) Group A**

Read paragraphs 8 - 10, and make notes on the financial problems that Hurricane Mitch has caused for Honduras.

**2) Group B**

Read paragraphs 11 - 13, and make notes on the effects of Hurricane Mitch on Honduran exports.

**3) Group C**

Read paragraphs 14 - 17, and make notes on what the November 9 meeting asked for and Mexico's response. (Before you begin, you will need to find out the meanings of these words : **amnesty, aliens, deportees**).

|  |  |  |
| --- | --- | --- |
| **Central America pleads for debt relief, investment.**   |  |  | | --- | --- | | By Ivan Castro **1)** COMALAPA, El Salvador, Nov 9 (Reuters) - Leaders of Central American nations devastated by some of the worst flooding in two centuries appealed on Monday for their debts to be forgiven and for foreign firms to invest and help them rebuild.  **2)** At least 11,000 died last week in the aftermath of Hurricane Mitch.  **3)** At an emergency meeting at El Salvador airport, 28 miles (45 km) south of San Salvador, the presidents of El Salvador, Honduras, Nicaragua and Costa Rica also urged developed countries to open their borders to Central American goods and for Washington to stop deporting illegal immigrants.  **4)** "We lost in 72 hours what we have taken more than 50 years to build, bit by bit," said Honduran President Carlos Flores.  **5)** The four presidents, joined by the Guatemalan Foreign Minister, agreed to support an appeal to international creditors to write off $11 billion in debt owed by Honduras and Nicaragua, two of the poorest countries in the western hemisphere.  **6)** The plea may well fall on sympathetic ears. French Prime Minister Lionel Jospin on Monday called for international action to help the flood-hit countries, just a few days before President Jacques Chirac was to visit the region.  **7)** The human toll of the deadliest Atlantic hurricane in more than 200 years was staggering, with some three million people - or 10 percent of all Central Americans - homeless or otherwise severely affected by the storm. Crops were wiped out and infrastructure destroyed.  **8)** In Honduras, the College of Honduran Economists on Monday calculated the damage at up to $4 billion, twice the government estimate and more than the annual gross domestic product of this nation of around six million people. | **9)** Honduras owes $4.1 billion in foreign debt, Nicaragua $5.9 billion, Guatemala $3.7 billion and El Salvador $2.7 billion, according to World Bank figures.  **10)** Navarro said Honduras would not be able to service its debt anyway next year because export income will be so small.  **11)** The banana plantations were wiped out and banana exports are not expected to resume until 2000, he said. The coffee crop was damaged and, even if beans could be picked up off the ground, there are no roads to get them to the ports.  **12)** Many shrimp farms were destroyed, hurting the country's third export product.  **13)** Navarro said Honduras will have to put all its available funds into rebuilding roads, bridges, drinking water systems, hospitals and community medical facilities.  **14)** The presidents meeting in El Salvador urged the United States to give their goods special treatment within the North American Free Trade Agreement (NAFTA).  **15)** Officials said Mexican President Ernesto Zedillo, whose country forms NAFTA along with the United States and Canada, telephoned during the talks to offer support.  **16)** Honduran President Flores said the nations also agreed to press the United States to declare amnesty for thousands of illegal Central American aliens rather than deporting them back to their wrecked countries of origin.  **17)** "None of our countries can deal with the deportees at this moment. Our countrymen aren't going to head south. They are going to walk, swim to the north and the problems are going to get worse," Flores told reporters at the end of the talks.  Article © 1998 Reuters Limited. Lesson ©1998 www.english-to-go.com | |

**C: Complete the Table**

Work together to complete the table below. Use your notes, not the article. (One person from **Group A** should work together with one person from **Group B** and one person from **Group C**):

**Profile: Honduras**

* **Population: \_\_\_\_\_\_\_\_\_\_**
* **Foreign debt: \_\_\_\_\_\_\_\_\_**
* **Ability to service its debt in 1999: \_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Reason for this: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Damage caused by Hurricane Mitch** (according to College of Honduran Economists)**: \_\_\_\_**
* **Damage caused by Hurricane Mitch** (according to Government of Honduras)**: \_\_\_\_**
* **Most important Honduran exports:**
  + **First export:** \_\_\_\_\_\_\_\_\_\_\_\_
    - **Effect of Hurricane Mitch on this export:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
    - **Exports of this crop will not start again until:** \_\_\_\_\_\_\_\_\_
  + **Second export:** \_\_\_\_\_\_\_\_\_\_\_
    - **Effect of Hurricane Mitch on this export:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + **Third export:** \_\_\_\_\_\_\_\_\_\_\_\_
    - **Effect of Hurricane Mitch on this export:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **All available funds are needed for** (according to Inter-American Development Board Rep)**:** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Emergency Meeting, November 9, El Salvador: Decisions of the Meeting**
  + 1) Special treatment for goods from Central America within NAFTA.
  + 2) Amnesty for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **Reason for this amnesty** (given by President Flores): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**D: Language: Verbs of Reported Speech**

The article has examples of reported speech, using different verbs other than "said". Find five more in the article and write them down in this table:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

* Check with your teacher that you have the right words, then use them in these sentences:
  1. The President of Honduras \_\_\_\_\_ reporters that the banana plantations had been wiped out.
  2. He \_\_\_\_\_ for the United States not to deport Central American illegal immigrants.
  3. He \_\_\_\_\_ the international community to consider writing off international debt.
  4. He \_\_\_\_\_ for a united approach to the problems caused by Hurricane Mitch.
  5. Other countries in the area \_\_\_\_\_ to cooperate with Honduras on these issues.

**Post-Reading Activities**You may do one or more of these**.**

**A: Write a short report**

You are a member of an international relief agency working in Honduras. Write a short report for your agency, and include one or moreof the topics below:

* 1. the effects of Hurricane Mitch on Honduran exports.
  2. the amount of debt Honduras owes.
  3. what needs to be done first to help Honduras return to normal.
  4. how other countries can help Honduras.

**B: Thinking carefully**

Work in small groups. Read the paragraph below, discuss what it means, and say what you think should be done.

"The four presidents...agreed to support an appeal to international creditors to write off US$11 billion in debt owed by Honduras and Nicaragua, two of the poorest countries in the western hemisphere."

**C: Find out...**

How is the rest of the world helping Central America recover from Hurricane Mitch? Do some research and then give a short oral report in your next English language class.

**TEACHERS' NOTES AND ANSWER KEY  
These do not need to be photocopied.**

(Please note this lesson focusses on Honduras. You may wish to point out to students that other countries have also been devastated by Hurricane Mitch.)

**Pre-Reading Activities**

**B: Answers for Matching Words and Meanings**

* 1. income
  2. to invest
  3. funds
  4. infrastructure
  5. creditor
  6. to write off a debt
  7. to service a debt
  8. relief

**B: Answers for Making Questions**

* 1. Where was the emergency meeting held?
  2. Who took part in the meeting?
  3. What did they ask for?
  4. What did the President of Honduras say about the hurricane?
  5. What do Honduras and Nicaragua owe in debt?
  6. What did the French Prime Minister call for?
  7. How many people were made homeless by the hurricane?

**Reading Activities**

**A: Comprehension - Teachers' Notes**

Before moving on to the article itself, students could predict what the article is about by reading and thinking about the questions presented here. They could also try to predict what the answers to these questions will be.

(Students will probably just copy the answer for Question 3 without understanding what it means. Don't worry about this as the idea from Question 3 will be picked up again in Sections B and C by **Group C**.

**A: Comprehension - Answers**

* 1. At El Salvador airport.
  2. Leaders of Central American nations: the presidents of El Salvador, Honduras, Nicaragua and Costa Rica
  3. For their debts to be forgiven, for investment and support from foreign companies, for the United States to stop deporting illegal immigrants and for developed countries to allow goods from Central America to be imported.
  4. "We lost in 72 hours what we have taken more than 50 years to build, bit by bit."
  5. $11 billion.
  6. International action to help countries affected by the hurricane.
  7. About 3 million people or 10 percent of all Central Americans.

**B: Reading and Note-taking - Teachers' Notes**

Divide the class into three groups, **A**, **B** and **C**. Each group reads a different section of the article and takes notes. You could ask students to choose which topic they wish to make notes on OR put your most competent readers in **Group C**.

This activity allows each student to focus on one small part of an article that might otherwise be daunting. To do Activity C satisfactorily they must take good notes. Make sure they realize they only have to read a few paragraphs and that it is important that they understand the content and take good notes before attempting Activity C.

If you wish, get students from the same group (e.g. **Group A** students) to compare their notes before they reform into groups of A-B-C.

**C: Complete the Table - Teachers' Notes**

Students from the different groups now work together to complete the table. Tell the students to try to only use their notes to answer the questions, and only refer to the article after they have completed as much of the table as they can.

(The table is a summary of the main points that **Groups** **A**, **B** and **C**, have covered in their allotted paragraphs. The table may prove challenging for some students but students working in small groups should discuss what information is needed.)

One person from **Group A** works together with one person from **Group B** and one person from **Group C**.

**C: Complete the Table - Answers**

* 1. **Population:** 6 million
  2. **Foreign debt:** $4.1 billion
  3. **Ability to service its debt in 1999:** Unable to do it.
  4. **Reason for this:** Export income will be so small.
  5. **Damage caused by Hurricane Mitch** (according to College of Honduran Economists)**:** $4 billion
  6. **Damage caused by Hurricane Mitch** (according to Government of Honduras)**:** $2 billion
  7. **Most important Honduran exports:**
     + **First export:** Bananas
       - **Effect of Hurricane Mitch on this export:** Plantations wiped out.
       - **Exports of this crop will not start again until:** 2000
     + **Second export:** Coffee
       - **Effect of Hurricane Mitch on this export:** Crop damaged, roads destroyed.
     + **Third export:** Shrimps
       - **Effect of Hurricane Mitch on this export:** Shrimp farms destroyed.
  8. **All available funds are needed for** (according to Inter-American Development Board Rep)**:** Rebuilding roads, bridges, drinking water systems, hospitals, community medical facilities**.**
  9. **Emergency Meeting, November 9, El Salvador: Decisions of the Meeting**
     + 1) Special treatment for goods from Central America within NAFTA.
     + 2) Amnesty for Central Americans who are in the USA illegally.
  10. **Reason for this** (given by President Flores): Central American countries unable to cope with deportees because of the hurricane and many Central Americans will be heading for the USA.

**D: Language: Verbs of Reported Speech Answers**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| told | appealed | urged | called | agreed |

* + - The President of Honduras **told** reporters that the banana plantations had been wiped out.
    - He **appealed** for the United States not to deport Central American illegal immigrants.
    - He **urged** the international community to consider writing off international debt.
    - He **called** for a united approach to the problems caused by Hurricane Mitch.
    - Other countries in the area **agreed** to cooperate with Honduras on these issues.

**Post-Reading Activities**

**B: Thinking carefully Teachers' Notes**

The aim of this discussion is for students to think what 'writing off' a debt means. If you encourage them, they will probably have differing points of view on this idea. Allow them to discuss what the paragraph means and what their response to it is.

**C: Find out...**

Here are five web sites that could help with the research: www.dep.org.uk/globalexpress/, www.worldbank.com, www.mitch.hn, www.disasterrelief.org, www.cnn.com.

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**Don't Be Shy**

**Pre-Reading Activities**

**A: Checking Vocabulary**

The words in **bold type** in the questions below are from today's article. Check you know their meanings by answering the questions:

1. What kinds of problems might **shy** people have in their daily lives?
2. Some people have a **phobia** related to shyness. How can this phobia affect them?
3. Do you ever suffer from **anxiety** when you meet people or have to perform in public (for example, making a speech)?
4. Would you consider yourself to be an **extrovert**? Why or why not?

**Reading Activities**

**A: Finding the main idea**

Read the article and then decide which of the following best summarizes the article's main idea. (Do this as quickly as you can.)

1. A program called Social Effectiveness Therapy for Children or SET-C can help shy children by training them in social skills and mixing them with non-shy children.
2. Social Effectiveness Therapy for Children or SET-C has been developed by Dr. Deborah Beidel of the University of Maryland.
3. A study done by the University of Maryland shows that shy children can overcome their shyness.
4. Social Effectiveness Therapy for Children or SET-C assists shy children by encouraging them to be involved in different social activities.

|  |  |  |
| --- | --- | --- |
| **Shy children get help from outgoing peers**   |  |  | | --- | --- | | NEW YORK, Wednesday March 8 (Reuters Health) -- Youngsters who are extremely shy can often overcome their anxiety with a combination of social skills training and the help of their more extroverted peers, researchers report.  Both components are part of a 12-week program, which was designed by Dr. Deborah C. Beidel of the University of Maryland in College Park and colleagues, called Social Effectiveness Therapy for Children (SET-C).  In SET-C, small groups of children are taught social skills after investigators determine each child's anxieties. The researchers then pair small groups of shy and non-shy children for public social activities such as bowling or a trip to the beach.  In the final component, the researchers work ``on each child's problem area,'' Beidel said. Each child is given the opportunity to read aloud or perform in front of groups, or talk to adults so they can use their learned skills.  In their study, Beidel and colleagues looked at 67 children who were so shy that they met the criteria for social phobia -- an anxiety disorder seen in 5% of children and 8% of adults. While most shy children eventually ``warm-up'' in a social situation, youngsters with social phobia will continue to experience extreme anxiety. | The children, who were aged 8 to 12, were randomly assigned to undergo the 24-session SET-C treatment or another intervention designed to treat test anxiety, a condition common to socially phobic children, Beidel explained.  After 12 weeks of treatment, ``two thirds of the SET-C group no longer met diagnostic criteria for social phobia,'' Beidel told Reuters Health. This compares with 5% in the test anxiety group, she added.  ``The other third (of the SET-C group) improved but were still considered shy,'' Beidel noted.  This study shows that ``social phobia is a highly treatable condition,'' and that ``SET-C is very effective,'' Beidel said. She added, ``at 6-months follow-up about 75% of the children improved, which indicates that some children who were still considered shy after 12 weeks went on to improve on their own.''      Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com | |

**B: Checking Information**

Below is a text summarizing some of the information from the article. It has some factual mistakes. Compare it with the article and correct the mistakes.

Children who have social phobia experience great anxiety when meeting others but will finally relax after some time. 67 extremely shy children were the subjects of the University of Maryland study. They were all given SET-C therapy. They were put in pairs and then given opportunities to do social activities such as going to the beach. The treatment lasted for 24 weeks. After the therapy all the children had improved but were still rather shy. Beidel has concluded that SET-C is very effective with teenagers.

**C: Language**

The sentences below are about today's article. They all contain verbs in the passive. Put the words in each sentence in the correct order:

1. by / program / Beidel / was / Maryland / Dr. / of / the / the / University / of / designed
2. the / social / in / program / skills / small / of / children / taught / were / groups
3. of / the / randomly / to / were / the / SET-C / program / children / assigned / some
4. a / of / the / were / group / considered / treatment / shy / after / third / still
5. children / paired / and / were / for / non-shy / shy / activities/ social
6. helped / their / shy / by / more / extroverted / children / peers / were
7. been / program / researchers / success / the / has / a / by / the / called

**D: Note-Taking**

Fill the gaps in these notes about the different steps in the SET-C program using information from today's article:

**SET-C Program**

**Step** **1**: Researchers consider \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(fill this gap with information)*

**Step** **2**: Researchers give children help with social skills

**Step** **3**: Researchers then pair non-shy children with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

They go \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step** **4**: Researchers then focus on each child's\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step** **5**: Researchers encouraged children to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**E: Expanding Notes**

Now use these notes to write complete sentences describing the SET-C process. Where possible, use the passive.

Write your answer here:

**Post-Reading Activities**You may do one or more of these**.**

**A: Story**

Write a story about someone who is shy but manages to overcome their shyness.

**B: Think of reasons**

"This therapy only helps shy children. It just wastes the time of the non-shy children."

What reasons could you think of to disagree with this cynical statement?

**C: Tell someone else**

Answer these questions with someone else:

What kind of child were you? Were you shy or an extrovert? Do you think you have changed much as you have grown up?

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Checking Vocabulary - Notes**

Students could write answers to questions or answer them with another student. This activity could take quite a long time but you may wish to move through it quite quickly in order to go on to the **Reading** **Activities**.

**Reading Activities**

**A: Finding the main idea - Answers**

**A** is the correct answer.  
**B** is true but doesn't report on what the study was about or its methods.  
**C** is true but doesn't report on how the children overcame their shyness.  
**D** is partially true but is also misleading. Children do get involved in social activities but this is done with the support of researchers and through interaction with non-shy children.

**B: Checking Information - Notes**

This requires students to be meticulous in checking the information they have read.

**B: Checking Information - Answers**

(The mistakes are shown in **bold**. The correct answers are in brackets.)

Children who have social phobia experience great anxiety when meeting others **but** **will** **finally** **relax** **after** **some** **time** (and will continue to experience anxiety). 67 extremely shy children were the subjects of the University of Maryland study. They were **all** given SET-C therapy. (They were not all given SET-C. Some were given another 'intervention'.) They were put **in** **pairs** (This implies they were put in pairs with each other when in fact groups of shy children were paired with groups of non-shy children) and then given opportunities to do social activities such as going to the beach. The treatment lasted for 24 **weeks**.(the treatment lasted for 24 sessions). After the therapy **all** the children (two-thirds of the children) had improved but **were** (a third were) still rather shy. Beidel has concluded that SET-C is very effective with **teenagers** (children).

**C: Language - Notes**

Some students will find this activity quite challenging. You could get students to do this in pairs if you wish and make it into a race by getting students to compete against each other to finish first.

**C: Language - Answers**

1. The program was designed by Dr. Beidel of the University of Maryland.
2. In the program small groups of children were taught social skills.
3. Some of the children were randomly assigned to the SET-C program.
4. A third of the group were still considered shy after treatment.
5. Shy and non-shy children were paired for social activities.
6. Shy children were helped by their more extroverted peers.
7. The program has been called a success by the researchers.

**D: Note-Taking** - **Suggested Answer**

(notes that the students add are shown here in bold type)

**SET-C Program**

Step 1: Researchers consider**the particular anxieties of each child**

Step 2: Researchers give children help with social skills

Step 3: Researchers then pair non-shy children with **shy children**

They go **bowling or on other outings to places like the beach**

Step 4: Researchers then focus on each child's **problem area.**

Step 5: Researchers encouraged children to **perform in front of others.**

**E: Expanding Notes - Notes**

Accept variations on the answer below.

**E: Expanding Notes - Suggested Answer**

First, the particular anxieties of each child are considered. The children are then given help with social skills. In the next part of the program non-shy children are paired with shy children and the pairs go on outings to places like the beach.

Each child's special problems are then focussed on and the child is encouraged to talk to adults or perform something in front of an audience in order to practice their acquired skills.

**Note to Teachers:**

(If your students enjoyed this lesson, you may like to try another one connected with the same topic. **'**[**Meeting** **People**](http://www.english-to-go.com/etgsite/teachers/lib/lib/000215anif.htm)**'** found in the [Environment and Animals Lessons](http://www.english-to-go.com/etgsite/environment.htm) in the Instant Lessons library is about shy people and how they can be helped by dogs. It is for [**Intermediate**](http://www.english-to-go.com/etgsite/int.htm) students.)

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**Earthquakes**

**Pre-Reading Activities**

**A: What do you think?**

Read the following statements about earthquakes and decide whether or not you agree with them.

* Earthquakes around the world are increasing in number.
* More than 20, 000 people around the world are killed by earthquakes each year.
* There are more than one million earthquakes worldwide every year.
* There are about 10 earthquakes per day in the world.
* Faulty construction is one of the two main reasons for so many deaths during an earthquake.
* 1999 was a bad year for earthquakes but it was not the worst year for fatalities in the twentieth century.

**Reading Activities**

**A: Comprehension**

Read the article and answer these questions:

1. Which country was worst affected by earthquakes in 1999?
2. How many major earthquakes were there in 1999?
3. Which country had the largest earthquake in 1999?
4. How many major earthquakes are there in an average year?
5. What is a **'major'** earthquake?
6. What is a **'great'** earthquake?
7. Which year had the largest number of **major** earthquakes?
8. What does the U.S. Geological Survey do?

|  |  |  |
| --- | --- | --- |
| **Earthquake Activity, Deaths Above Average in 1999**   |  |  | | --- | --- | | Thursday January 6 WASHINGTON (Reuters) - The world experienced more than the usual number of number of major earthquakes in 1999 and deaths caused by them were double the annual average, according to the U.S. Geological Survey.  More than 22,000 people were killed by earthquakes last year, with 17,000 killed by the 7.4 earthquake that hit Izmit, Turkey in August.  ``Dense urban populations coupled with weak building structures along the epicenters are responsible for most fatalities,'' Waverly Person, a geophysicist with the USGS, the nation's largest civilian mapping agency, said Thursday.  Colombia was hit early in 1999 when a magnitude 6.3 killed nearly 1,200 people on Jan. 25. Turkey was the hardest hit, sustaining two major quakes-- the Aug. 17 magnitude 7.4 and a magnitude 7.1 on Nov. 12.  Taiwan suffered a magnitude 7.6 on Sept. 20, the largest quake in 1999, killing more than 2,400 people. | An average 10,000 deaths occur worldwide from earthquakes annually. Fatalities totaled 8,928 in 1998, while 2,907 people were killed in 1997, the USGS said.  The deadliest year in this century was 1976 when at least 255,000 people, and perhaps more than 600,000, were killed after one quake hit Tianjin (formerly Tangshan), China.  About 18 major earthquakes (magnitude 7.0 to 7.9) and one great quake (8.0 or higher) hit in a typical year.  No great quakes occurred last year, but 20 major earthquakes shook the world. This was still far below the 41 major and great earthquakes recorded in 1943, the USGS said.  The USGS estimates that several million earthquakes occur each year, but many go undetected because they hit remote areas or have very small magnitudes. The agency locates about 50 earthquakes each day.  ``Overall, earthquake activity isn't on the rise,'' said Person. ``We're simply able to locate more lower magnitude earthquakes due to advances in the technology.'' |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**B: True or False?**

Now check your answers from **Pre-Reading** **Activity** **A**. Compare these statements with the article and decide whether they are **true** or **false**.

1. Earthquakes around the world are increasing in number.
2. More than 20,000 people are killed by earthquakes each year.
3. There are millions of earthquakes every year.
4. There are about 10 earthquakes per day anywhere in the world.
5. Construction that is not strong enough is one of the two main reasons for so many deaths during an earthquake.
6. 1999 was a very bad year for earthquakes but it was not the worst year in the twentieth century.

**C: Reading Carefully**

Answer these questions:

1. Why can't the U.S. Geological Survey detect every earthquake?

2. Why does it look as if earthquakes are 'on the rise'?

**D: Language**

Here are some definitions of words from today's article. Read the definitions and then use the article to find the words:

1. If you recognize or discover something, you d\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it.
2. The e\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the point at which an earthquake reaches the surface of the earth.
3. A g\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ studies the earth's physical activities looking at things like its climate and atmosphere.
4. A q\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a sudden movement of the earth's surface.
5. Something that is d\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has a lot of people or things crowded together.
6. Something that s\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_s moves with quick movements from side to side.
7. F\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_s are deaths caused by accidents.
8. If someone e\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_s something, they make an approximate calculation, that is not necessarily accurate, of the cost, number, size etc.

**Post-Reading Activities**You may do one or more of these**.**

**A: Language**

**1. Word Families**

Fill in the gaps in this table:

|  |  |  |  |
| --- | --- | --- | --- |
| **occupation** | **subject** | **adjective** | **adverb** |
| \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_ | geographical | \_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_ | geology | \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_ |
| geophysicist | \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_ |

**2. Occupations**

1. Which one of the above is someone who studies the earth, particularly the origin and history of rocks, soil etc.?
2. Which one of the above is someone who studies the earth, including its surface, climate, products, population etc.?
3. Which one of the above is someone who studies the earth's physical activities?

**3.** What do you think the prefix 'geo' means?

**B: Web Research**

There are lots of web sites giving information about earthquakes. You may enjoy doing a search of your own but here are a few relating to safety:

**http://www.lafd.org/eqindex.htm** is produced by the Los Angeles City Fire Department and has lots of safety tips.

**http://quake.usgs.gov/hazprep/index.html** is a site produced by the U.S. Geological Survey. It has lots of information about earthquakes and suggests other related sites.

**http://www.redcross.org/disaster/safety/earth.html** is another site with useful safety tips from The American Red Cross.

**C: Poster or Pamphlet**

Using information from any of the web sites above make a poster or pamphlet telling someone what to do if an earthquake hits their area.

**TEACHERS' NOTES AND ANSWER KEY**

**Reading Activities**

**A: Comprehension - Answers**

1. Turkey.
2. 20.
3. Taiwan.
4. 18.
5. magnitude of 7.0 - 7.9.
6. magnitude of 8.0 or higher.
7. 1943.
8. It locates and maps earthquakes.

**B: True or False? – Answers** 1-F, 2-F, 3-T, 4-F, 5-T, 6-T.

**C: Reading Carefully – Answers**

1. Because some earthquakes are very small or affect areas that are remote locations.

2. As the technology for detecting earthquakes improves, the Survey is able to record earthquakes of decreasing magnitude. This technology was not so sophisticated before so earthquakes of lower magnitudes went undetected.

**D: Language - Answers**

1. detect
2. epicenter
3. geophysicist
4. quake
5. dense
6. shakes
7. fatalities
8. estimates

**Post-Reading Activities**

**A: Language - Answers**

1.

|  |  |  |  |
| --- | --- | --- | --- |
| **occupation** | **subject** | **adjective** | **adverb** |
| **geographer** | **geography** | geographical | **geographically** |
| **geologist** | geology | **geological** | **geologically** |
| geophysicist | **geophysics** | **geophysical** | **geophysically** |

2. **Occupations**

1. geologist
2. geographer
3. geophysicist

3. It means 'of the earth'.

**C: Poster or Pamphlet - Notes**

If earthquakes are unknown in your area, you could ask students to research some other catastrophic natural event.

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**Intermediate - Upper-Intermediate Instant Lesson™**

**Ebola**

**Pre-Reading Activities**

**A: Discussion**  
  
Work in groups of three or four. Discuss the questions below. Choose a secretary to write down your group's answers.

1. What are some of the diseases that are common in your country?  
2. What are some of the ways that you can catch different diseases? *e.g. sneezing,*  
3. How can you avoid getting certain diseases? *e.g. Always wash your hands after going to the toilet and before eating.*  
4. What do you think are the three most dangerous diseases in your country? (i.e. that people die from)  
5. What is your government doing to stop people from getting these diseases?

**B: Vocabulary**  
  
Here are some words from today's article. Work with a partner. What do you think today's article will be about? (You can use your dictionary.)

|  |
| --- |
| *outbreak, infect, ban, ape meat, burial rituals, corpses* |

**Reading Activities**

**A: Headlines**  
  
Read the first paragraph of today's article and fill the gaps in the headline.

|  |  |  |
| --- | --- | --- |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Death Toll Hits \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   |  |  | | --- | --- | | LIBREVILLE, Thursday Jan 17 (Reuters) Thirty people have died in an Ebola virus outbreak in a remote forested region of the central African countries of Gabon and the Congo Republic, the World Health Organization said on Thursday. | (Continued.../) |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**B: Vocabulary Hunt**

Here are some meanings of words from the rest of today's article. Read the meaning of a word and then look through today's article to find the word that matches it.

1. Find a word that means...*left the place.*  
2. Find a word that means...*telling a person that you are going to hurt them in some way*.  
3. Find a word that means..*.discovered / noticed.*4. Find a word that means..*.a treatment such as medicine that makes a disease go away.*  
5. Find a word that means...*to lose blood inside the body*.  
6. Find a word that means...*a disagreement / quarrel  or battle between groups with different ideas.*  
7. Find a word that means...*people from different countries*.  
8. Find a word that means...*to speak out against something that you do not like, or disapprove of.*  
9. Find a word that means...*a food that is thought to be very good but is expensive and not common*.  
10. Find a word that means...*a food that is used all the time.*

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (Continued.../)  It said an international medical team was talking to authorities about returning to the epicenter of the outbreak, from where health workers pulled out last week after angry villagers threatened their safety.  The WHO said that of 24 cases reported in Gabon around the town of Mekambo, 21 sufferers had died. Of 15 cases detected in nearby villages in the Congo republic, the disease had killed nine victims.  Ebola, which causes massive internal bleeding and kills about 90% of those infected, has no vaccine and no known cure. It is spread by contact with body fluids, and health workers have been trying to stop people from touching corpses of Ebola victims.  That brought them into conflict last week with villagers who usually remove certain body parts as part of burial rituals.  An international team sent to battle the outbreak was forced to beat a retreat to Makokou, some 180 kilometers west, because of safety fears.  "Discussions with the provincial and national authorities for the return of the team to Mekambo are continuing,'' the WHO said in a statement. | "It is hoped the team will go back at the earliest possible date to contain the outbreak with the local authorities.''  The government has tried to seal off Ogooue-Ivindo province to stem the disease and banned eating meat from apes as scientists believe the virus can also be caught by eating meat from infected animals.  Villagers in the area had already criticized health workers for imposing the ban on ape meat, regarded as a delicacy in Gabon and a staple by many forest-dwellers around Mekambo.  Ebola is named after a river in the Democratic Republic of Congo, where it was discovered in 1976 and killed more than 250 people in 1995. This is the third known outbreak in Gabon since 1994.  **Words: epicenter -** the place where an outbreak (the beginning) of a disease started **beat a retreat** - to quickly leave before something unpleasant happens **to contain -** to try to keep something under control and not allow it to spread **stem** - to stop **seal off** - to close something so that nothing can enter or escape **imposed** - to make people agree to something which they do not want |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**C: Comprehension**  
  
Use today's article to find the answers to these questions.

1. In which countries has there been an outbreak of the Ebola virus?   
2. What is the name of the village where the virus first appeared?  
3. What is the Ebola virus named after?  
4. Can people be vaccinated against Ebola?  
5. Is there any cure that will make people better if they catch Ebola?  
6. What are the two reasons why the villagers are angry with the health workers who have been sent to help them?

**D: Table**  
  
Without looking back at the article, complete the table to give information about Ebola choosing the appropriate words or phrases. (Be careful as only some of the words or phrases are used.)

*bacteria; by eating cow meat;* ***viruses;*** *by eating ape meat; illness; causes lots of bleeding outside the body;  
smallpox; blood; by touching infected body fluids such as blood or saliva; causes lots of bleeding inside the body;  
malaria; Ebola; causes death; causes people to stop eating; through the air; by drinking dirty water*

|  |  |
| --- | --- |
| **Group Name:** |  |
| **Example:** | *Ebola* |
| **How people catch it:** |  |
| **Results:** |  |

**E: Thinking Carefully**

These questions about today's article require you to use your own knowledge as well as your understanding of the article.

1. Ape meat is a **staple** for the forest dwellers around Mekambo but it is a **delicacy** for the rest of the people of Gabon. Why do you think there is this difference?  
2. *"Thirty people have died in an Ebola virus outbreak..."*Why has an international medical team been sent to Gabon instead of a local medical team?  
3. Why would the international medical team want to go to the place where the disease first appeared?  
4. There is no cure or vaccine for Ebola. What might some of the reasons be for this?  
5. Why do you think the villagers still want to eat apes meat and perform their burial practices even though the medical team has tried to stop them?    
6. Has the government been successful in stopping the disease from spreading?

**Post-Reading Activities**You may do one or more of these**.**

**A: Radio Advert**  
With a partner choose two diseases that are common in your country and make two radio advertisements that inform people of what they can do to make sure they do not get the diseases.

(For example, your advertisement might encourage people to wash their hands every time they use the toilet or it might tell them to boil their water before drinking it.) Your advertisement must not be any longer than 1 minute.

When you have finished your preparation, share your advertisement with another pair.

**B: A Health Poster**

Work alone or in pairs and choose one of the following topics to research:

* **Vaccines**
* **Joseph Lister**
* **1918 Influenza Epidemic**
* **14th Century Bubonic Plague**
* **Aids Epidemic**

Then make a poster to display the information you found.  
  
1. Think about what you want to find out. Ask yourself questions such as "*Who was Lister?"* and *"What was he famous for*?"  
  
2. Find the information and take notes. When you do this remember to write down where your information came from. This is very important.  
  
3. Decide what information answers your questions and how you will **organize** your information on the poster. The poster should be big enough to be displayed on a wall.  
  
4.Think about how you will **display** the information on the poster. Decide what the heading for your poster will be and what sort of pictures will be used to illustrate your information. (Remember that there should be more text than pictures.)  
  
5. When you have finished, display your poster on a wall so that others in your class can find out about what you have learnt.

**C: Language**  
  
Fill in the gaps in this letter using either the **present perfect simple** or **present perfect continuous** tense. Choose the one that you think is **more suitabl**e and use one of the following verbs:

|  |
| --- |
| ***finish, work, try (x2), die, tell, ask, struggle,*** |

|  |
| --- |
| Dear Karim  How are you? I \_\_\_\_\_\_\_\_\_\_\_\_\_ for WHO for the past four months and will probably still be here for a few more weeks. We \_\_\_\_\_\_\_\_\_\_\_\_\_  to stop an Ebola outbreak in Gabon.  A total of thirty people  \_\_\_\_\_\_\_\_\_\_ so far. We\_\_\_\_\_\_\_\_\_\_\_\_to stop the virus from spreading.  WHO \_\_\_\_\_\_\_\_\_\_\_\_ us that we should leave the area because the villagers are angry with us. We\_\_\_\_\_\_\_\_\_\_\_\_the villagers not to eat ape meat and also requested that they do not touch their dead relatives.  We\_\_\_\_\_\_\_\_\_\_\_\_to find out how the first outbreak started in the village of Mekambo. I will be staying here until we\_\_\_\_\_\_\_\_\_\_\_\_the  job. I will write again soon.  Dave |

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Discussion - Notes**  
You could make a list or get the groups to make a list of new vocabulary that arises. After all the groups have discussed the questions, you could get a representative of each group to report back to the class.

Groups could be organized in one of two ways: 1) people from the same country form a group OR 2) people from different countries in each group with each student answering the questions for their country. The discussion will still work well if all your students are from the same country.

In a one-to-one situation, talk about the questions with the student. You could ask the student to think about the questions before the lesson and then give you the answers during the lesson.  
  
**B: Vocabulary - Notes**  
Encourage students to look up the definitions of the words in their dictionaries.  Once they have done this, you can do a quick session with them to check they have found the right meanings. (Use the list of definitions below for this.)  
  
**B: Vocabulary - Answers  
virus** - a tiny organism that can cause disease  
**outbreak** - a sudden appearance of a disease   
**infect** - a disease **infects** someone by getting into his/her body often through the air or through dirty water.  
**ban** - to order someone not to do something,   
**ape meat** - the meat from apes  
**burial rituals** - customs or ceremonies used when burying dead bodies  
**corpses -** dead bodies

**Reading Activities**

**A: Headline - Notes**You may like to extend this activity by asking students to write other appropriate headlines for the article. (This could also be done at the end of the reading activities.) Here are some suggested alternatives:

**Ebola Virus Strikes Again.  
Villagers Threaten Health Workers' Safety  
Stop Eating Ape Meat and Burying Your Dead, Villagers are Told.**

**A: Headline - Answer**  
**Ebola** Death Toll Hits **30**  
  
**B: Vocabulary Hunt - Answers**1. pulled out  
2. threatened  
3. detected4. cure  
5. internal bleeding  
6. conflict  
7. international  
8. criticized  
9. delicacy  
10. staple  
  
**C: Comprehension-Answers**  
1. Gabon and The Congo Republic (The People's Republic of the Congo) which is a different country from the Democratic Republic of Congo.    
2. Mekambo  
3. A river in the Democratic Republic of Congo.  
4. No, there is no vaccine.  
5. No, there is no cure.   
6. The health workers have tried to stop the villagers from touching their dead relatives which means they cannot bury them properly as their burial customs / rituals say that they should. The second reason is that the health workers have told the villagers not to eat ape meat which is the main meat that the villagers eat in the area.   
  
**D: Complete the Table - Answers**Group Name: **viruses**  
Example: **Ebola**  
How people catch it: **by eating ape meat;  by touching infected body fluids such as blood or saliva**  
Results: **causes lots of bleeding inside the body; causes death**  
  
**E: Thinking Carefully - Suggested Answers**  
1. Because there would be plenty of apes in the forested area around Mekambo but not in the rest of Gabon where there would be fewer apes. Therefore for people who did not live near forested areas, ape meat would be expensive and hard to buy.   
2. Because Ebola has such a high death rate and health workers wanted to stop it from spreading. An international team would have special equipment that they could use so that they didn't catch Ebola. Compared to a local medical team, an international team would have far more resources to use to try and stop the disease from spreading. As well, Ebola is a very dangerous disease so the international team could be looking to find a cure or vaccine.  
3. To find out how the first outbreak started i.e. was it from eating ape meat or from something else. This place may also contain the most sick people.  
4. Ebola only occurs occasionally so it is probably difficult to study. In addition, it is very expensive to produce a vaccine or cure as both require many years of research. This type of research may not happen for Ebola which only affects a very small portion of the world's population. As well, not much is known about it as there have not been many outbreaks.   
5. Because the villagers may not have anything else to eat and it is very difficult to change burial customs. In addition, the villagers may not know much about how Ebola is spread and therefore do not believe the medical team. They may also resent an international team coming in to try and help (rather than a local team) and insisting they change one of their customs.  
6. No, as the article states that the government has tried to seal off the province but Ebola has still spread to villages outside the province.

**Post-Reading Activities**

**A: Radio Advert - Notes**  
It is important that ads are kept short and to the point. You could also have students tape their adverts using tape recorders.   
  
**B: Health Poster - Notes**  
You can decide how big the posters will be. The point is for students to present information to others in a poster form rather than as an essay.  Students need to be selective in what information they choose to present.  Pictures should only make up less than a quarter of the poster space. It  is importance that students do not copy information directly onto their posters but use their own words. It is also important that students state where  they got their information from. This activity can be extended by having  your students give a short talk about their research using their poster as an aid.

This activity could also be done in a one to one situation, particularly by younger students who are learning how to do research and / or students who are learning information gathering skills.

**C: Language - Answers**  
Dear Karim  
How are you? I**'ve been working** for WHO for the past four months and will probably still be here for a few more weeks. We**'ve been trying** to stop an Ebola outbreak in Gabon.  
A total of thirty people **have died** so far. We**'ve been struggling** to stop the virus from spreading.  WHO **has told** us that we should leave the area because the villagers are angry with us. We**'ve asked** the villagers not to eat ape meat and also requested that they do not touch their dead relatives.  
We've **been trying** to find out how the first outbreak started in the village of Mekambo. I will be staying here until we**'ve finished** the  job. I will write again soon.

**Please Note:** The following site has more information about Ebola: **http://www.cdc.gov/ncidod/dvrd/spb/mnpages/dispages/ebola.htm**

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**Foam on the Range**

**Pre-Reading Activities**

**A: Discussion**

Work in a small group. You are the owners of a new cafe.

1. Give your cafe a name.
2. Now think about what you will sell. Plan a short non-alcoholic drinks list to go onto the cafe menu. What would you offer your customers?
3. How will you advertise your coffee so people will want to buy it? Together, write one or two sentences which describe your perfect cup of coffee.

**B: Vocabulary**

The following words appear in today's article.

1. Work with a partner and match the words to their meanings. Do NOT use a dictionary.

|  |  |
| --- | --- |
| **rural** (adj.) | distant, isolated, far away |
| **frothy** (adj.) | something which is always the same |
| **set** (n) | differences |
| **variations** (n) | belonging to the countryside |
| **remote** (adj.) | a group of people with something in common |
| **consistency** (n) | very light, with a lot of bubbles |

2. Listen to your teacher reading five sentences to you. There is a word missing in each sentence. Choose the best word from the list above to complete the sentences

1. \_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_

### 

**Reading Activities**

**A: Scanning**

Read the whole article very quickly, (take no longer than 20 seconds), then cover it with your hand. Can you describe the subject of the article in five words or less?

**B: Reading for Key Information**

Now take no more than two minutes to read the article again. Look for the answers to these questions. When your teacher tells you to stop, compare your answers with your partner.

1. Where did this story come from?
2. What are the cows there producing?
3. What do coffee drinkers expect?
4. Who has been working on the problem?
5. How many cows are producing this kind of milk?
6. When do they produce it?
7. Who is Les Graham?
8. How much milk is processed every day?

|  |  |  |
| --- | --- | --- |
| **Foam on the Range**   |  |  | | --- | --- | | WELLINGTON Friday September 29 (Reuters) - Deep in the heart of rural New Zealand, a few cows are producing a super-frothy milk to the delight of the cafe set -- and the surprise of the dairy industry.  Variations in milk have not always made it easy for latte or cappuccino drinkers to get the frothy frill they expect with their coffee. Scientists have been working on the problem, but now around 1500 cows on seven farms in remote Owhangao in the central North Island have been found to naturally produce frothy milk all year round. | "There's definitely something in the grass," King Country Milk Manager Les Graham said in a statement. "It could be anything from our consistency of supply...to the way we process the milk. At this stage we can't be certain."  King Country Milk expects to process up to 5000 liters of the milk a day -- enough to satisfy the taste-buds of about 50,000 latte-lovers. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**C: Thinking Carefully**

Read the text again slowly. This time you need to understand more details.

Write '**T**' if the statement is true, '**F**' if the statement is false, and '**NM**' if the article does not have that information.

1. 'Super-frothy milk ' has more bubbles than other milk.
2. Coffee drinkers are pleased about it.
3. People who work as farmers are used to frothy milk.
4. People who drink coffee are always asking for new variations in the styles of coffee they can buy.
5. Farmers have special ways of getting their cows to produce super-frothy milk.
6. The Manager of King Country Milk knows the reason why the cows are producing super-frothy milk.
7. Coffee lovers can never get enough milk to make them happy.

Compare your answers with a partner. If they are different, give a reason for your answer.

**D: Vocabulary and Language**

Work alone. Find a phrase which means...

1. to give someone enjoyment or pleasure.
2. in the center of the real countryside.
3. the quality of the cows' diet is good.
4. provide a delicious experience.
5. trying to find a solution.

Now work in groups of three. Each group needs to choose one of the phrases you have just studied.

Think of a situation in which you might use your chosen phrase. Write a short conversation of no more than six lines and include your phrase in the conversation. Make sure that the conversation includes everyone in the group. Get your teacher to check your work when you have finished.

Practice your conversation so that you can say it from memory. Don't forget to think about stress and intonation!

Each group should act out the conversation in front of the class and the meaning of your phrase should be clear from the way you have used it.

**E: Responding to the Text**

Talk with others in a small group. Do you believe the information in this article? Why/Why not? If the information is true, what, in your opinion, is the cause of the super-frothy milk?

**Post-Reading Activities**You may do one or more of these**.**

**A: Planning an Advertising Brochure**

Follow the steps below...

1. Work in groups. Using your ideas from Pre-Reading Activity A, plan and create an advertising brochure for your cafe.
2. Design an attractive cover with the name of the cafe on the front.
3. Decide what food you will sell and how you want to describe it. (For example, remember to include a vegetarian dish for people who don't eat meat. What about smaller sized servings for children?)
4. Give a name to each dish and write something about it. Make sure that everything sounds TASTY!
5. Put the information about the dishes on the left-hand side, inside the brochure. On the right, list the drinks you will sell.
6. Give everything a price. (Think: will you have an extra charge for service or public holidays?)
7. Include a few small illustrations as they may encourage customers to try your products.
8. Design a small map for the back cover. This should show where your cafe is. Write instructions about how to get there.
9. Include details of who to contact , phone and fax numbers (and an e-mail address if you like).
10. You may like to think of offering a small discount to people who come with a copy of the brochure!
11. Display your brochures for other groups to read and enjoy.

**B: Construct a Cafe Conversation**

Work with a partner and create a dialogue based on the following situation;

**Student A:** Imagine you are in a cafe and you order a coffee from the menu. Unfortunately when it arrives, it has very little froth on top. You are definitely not satisfied and you tell the waiter so. Tell him/her you have heard about the super-frothy milk from New Zealand and insist on a fresh cup of coffee. You want it immediately, as you are in a hurry to get back to work.

**Student B:** You are the waiter in a cafe. At the moment you are very busy, as two of your staff members are away sick. You have a group of very difficult customers at one of your tables and you don't have enough time to serve everyone else perfectly. You have never heard of New Zealand super-frothy milk, and you are very proud of the coffee you make. It is nearly time for your break and you want to get away quickly.

Act out your dialogue in front of the rest of the class.

**C: Write a Letter**

You are a scientist who works for the National Dairy Board. You are suspicious about this 'super-frothy ' milk. In fact, your research leads you to believe that the cows which are producing this milk have been eating grass which contains a very dangerous chemical.

You want the King Country Milk Company to stop processing all their milk immediately, until you have had a chance to test their cows and the grass. Write a letter to the Manager, Les Graham, expressing your concerns and asking for his cooperation.

**D: Extra Reading**

Read this article on a similar theme:

|  |  |  |
| --- | --- | --- |
| **Sagging Cappuccinos Leave Coffee Lovers Flat**   |  |  | | --- | --- | | LONDON Monday December 4 (Reuters) - Britain's cappuccinos have lost their froth due to a seasonal change in the diet of cows, a chain of sandwich bars said Monday.  The cappuccino -- a coffee characterized by its top layer of light frothy milk -- is suffering from a lack of bubbles which occurs yearly as cattle move from a grass to a silage diet.  Sandwich and coffee chain Pret a Manger said it was giving leaflets to explain to customers at its 105 branches why their coffee looked so limp and had placed a froth machine with its dairy to further investigate the problem. | "Sorry if your coffee is not very frothy today," the leaflets read. "At certain times of the year our cows have a change in environment, just like us really." Food scientist Dr. Heva Ranjith told Monday's Daily Express newspaper sagging cappuccinos were due to a temporary chemical imbalance in cows' milk which appears to correct itself in a few weeks. Taste and quality were not affected.  He said he had been bombarded by calls from anxious coffee makers and was advising farmers to stagger the switch to winter feed. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**E: Using the net**

This link gives you another view of the foam on the range article and looks at cows and farming - [http://polaris.it.rit.edu/~tigers/news/frothy.shtml](http://polaris.it.rit.edu/%7Etigers/news/frothy.shtml)

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**B: Vocabulary 1. - Answers**

|  |  |
| --- | --- |
| rural (adj.) | belonging to the countryside |
| frothy (adj.) | very light, with a lot of bubbles |
| set (n) | a group of people with something in common |
| variations (n) | differences |
| remote (adj.) | distant, isolated, far away |
| consistency (n) | something which is always the same |

**B: Vocabulary 2. - Notes**

This is also good listening practice. Read the sentences aloud. Students write down the words they think fit the gaps.

You could raise your hand, pause briefly or say a sound like 'beep!' to indicate where the gap in each sentence is. Discourage any students who try to write the sentences down as this is not a dictation activity.

If you think students will have difficulty with the activity, you may want to write the sentences on the board (again leaving out the words which are bold), and have them fill in the gaps.

**B: Vocabulary 2. - Text to be read aloud by the Teacher**

1. People who belong to the 'jet -\_\_\_\_\_\_\_\_' often travel around the world and live an expensive lifestyle.
2. They live far away from the city in a very\_\_\_\_\_\_\_\_ area.
3. She always passes her exams and achieves a pleasing \_\_\_\_\_\_\_\_ of A grades.
4. There are no \_\_\_\_\_\_\_\_ in the style of clothes that she wears, she always dresses the same way.
5. Sometimes I wish I could live in a quiet \_\_\_\_\_\_\_\_ place where I can't hear the noise of traffic.
6. In the summer, he likes to drink cold beer which is white and \_\_\_\_\_\_\_\_ on top.

**B: Vocabulary 2. - Answers**

1. People who belong to the 'jet - **set**' often travel around the world and live an expensive lifestyle.
2. They live far away from the city in a very **remote** area.
3. She always passes her exams and achieves a pleasing **consistency** of A grades.
4. There are no **variations** in the style of clothes that she wears, she always dresses the same way.
5. Sometimes I wish I could live in a quiet **rural** place where I can't hear the noise of traffic.
6. In the summer, he likes to drink cold beer which is white and **frothy** on top.

**Reading Activities**

**A: Scanning - Notes**

The purpose of this exercise is to encourage students to get a general idea of what the article is about. Be very strict about allowing them only 20 seconds to scan the text. Scanning is a skill that students probably already use when they are deciding whether or not to read an article in their own language, and so they should be encouraged to use this skill , with which they are already familiar, when encountering a text in English for the first time.

The first time you do this, students may complain about the lack of time, especially if they are used to laboring over every word in a text. If you do this type of exercise with them often, it will actually boost their confidence, as they begin to see how quickly they actually can identify the topic of a text.

**A: Scanning - Answers**

Accept whatever is logical (and falls within the word limit) For example... "Cows producing frothy milk".

**B: Reading for Key Information - Notes**

The purpose of this section is **not** detailed comprehension. Students are merely establishing key facts before attacking details of the text which may pose comprehension problems.

**B: Reading for Key Information - Answers**

1. New Zealand.
2. Super-frothy milk.
3. A frothy frill on their coffee.
4. Scientists.
5. Around 1500.
6. All year round.
7. Manager of King Country Milk.
8. Up to 5,000 liters a day.

**C: Thinking Carefully - Notes**

Students are trying to interpret the text rather than find facts in this activity.

**C: Thinking Carefully - Answers**

1. T
2. T
3. F
4. NM
5. F
6. F
7. F

**D: Vocabulary and Language - Answers**

1. "to the delight of"
2. " deep in the heart of"
3. "There's...something in the grass"
4. " to satisfy the taste-buds"
5. "working on the problem"

**D: Vocabulary and Language - Notes**

Be sure to give students plenty of time as this is definitely required . Rotate around the groups offering guidance, but get students to self-correct their own work as much as possible. Make sure that they have used their phrase appropriately.

**E: Responding to the Text - Notes**

**Post-Reading** **Activity** **C** is a good follow-up to this activity.

**Post-Reading Activities**

**A: Planning an Advertising Brochure - Notes**

This is quite a lengthy activity, and may in fact extend into your next lesson, but it is worth doing if you want to maximize the interaction opportunities for your students. If you have a monolingual class make sure it is clear that you expect the planning to be done in English! You may need to provide some colored pens for the artwork which is required, or students could cut and paste pictures from magazines.

The brochures should be done on A4 paper which has been folded in half, but the planning and draft work could be done on A3 and then reduced for the final copy. If students know that their work will be displayed, this should motivate them to produce something really attractive and carefully thought out. You may like to collect a few cafe menus from your local area to show as examples if this is an option open to you.

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**Intermediate - Upper Intermediate Instant Lesson™**

**For Better or Worse?**

**Pre-Reading Activities**

**A: Matchmaking**

Work in a group of four.

1. You are part of an Internet matchmaking service. People who want to get married pay for you to introduce them to suitable partners. (After meeting on the Internet, they may then meet face to face.)

You are trying to find a match for a woman client, Ms X, who lives in the United States.

Here is a description of Ms X. Read it and underline anything you think is important.

*Ms X is a refugee. She came to the US five years ago. Her first language is not English, but she speaks English very well and also speaks three other languages (languages that are spoken in her country.) She plans to take literacy classes this year to improve her reading and writing skills. She is very outgoing and has a good sense of humor. She makes friends easily.*

*At present she is working as a waitress, but she hopes to do further study in the future. She would like to marry someone from a different country to her own. However, her religion forbids her to marry a man who does not have the same religion. She sometimes suffers from depression and misses her country.*

1. You have already selected four applicants who are similar in age to Ms X.

Now you need to think about their backgrounds and personality. They all live in the United States.

Your teacher will give each person in your group the description of a possible partner for her. Each person in your group reads the details of their description to the group.

Discuss all the possibilities and then try to agree on which applicant should be introduced to Ms X. Be ready to share your decision with the class and give reasons why.

**B: Vocabulary**

Today's article has some words to do with relationships. Discuss the words below. What do they mean?

(Use a dictionary only if no-one in your group can help.)

1. widow
2. widower
3. divorced
4. spouse
5. counterpart
6. peer
7. remarried
8. marital status
9. marital separation

**Reading Activities**

**A: Skim Reading**

Skim read the article and complete this paragraph. Do not use a dictionary.

A study has shown that marriage is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It seems that women must have a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on men , because men are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when they have a woman in their life.

|  |  |  |
| --- | --- | --- |
| By Suzanne Rostler   |  |  | | --- | --- | | NEW YORK Thursday March 8 (Reuters Health) - Men who become widowed or divorced may lose more than a spouse. They are also likely to give up a range of health habits that help protect against disease and early death, results of a study suggest.  The findings, which are scheduled to be presented this week at the annual meeting of the American Psychosomatic Society in Monterey, California, show that recently divorced and widowed men eat fewer vegetables, drink more alcohol, and are less likely to **quit** smoking than their married counterparts.  The study results support the idea that marriage is good for men. Research has shown, for instance, that divorced men are more likely to drink, smoke, commit suicide, develop **Alzheimer's disease**, and die **prematurely**.  In the current trial of nearly 30,000 men, vegetable intake declined by more than three servings per week in men following the death of a spouse, and nearly two servings per week after a divorce.  Divorced men were also more likely to smoke than their married peers, but those who remarried were likely to quit, findings show. Widowed men were more likely than married men to drink heavily--more than 21 drinks a week. | It is not clear from the study why widowers or newly single men may be more **lax** when it comes to their health, but study co-author Dr. Ichiro Kawachi **speculates** that women have a salutary effect on men.  ``Women in general are much better at keeping doctor and dentist appointments. And there may be an unequal distribution of cooking tasks at home...even though most women are also working in paid jobs,'' said Kawachi, from Harvard School of Public Health in Boston, Massachusetts.  Indeed, newly single men also increased their consumption of fried foods outside the home.  Kawachi said that doctors should be aware of their male patients' marital status and inquire about changes when their health habits begin to slip.  According to an earlier study, divorce or marital separation more than doubled the risk of suicide in men but was unrelated to suicide risks in women. Another study linked lower blood pressure in men with social support from a spouse. |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**Vocabulary**:  
**quit:** stop.  
**Alzheimer's Disease:** a serious disease that affects the brain, causing memory loss etc.  
**prematurely:** early, before the expected time.  
**speculate:** guess, predict  
**lax:** not careful.

Choose the best headline for the article from this list.

1. **Newly Single Men eat more Fried Foods**
2. **Study reveals Widowed and Divorced Men Smoke More**
3. **A Married Man is a Healthy Man, Study Finds**
4. **Women Hold Marriages Together**
5. **Study shows that Unmarried Men are Less Happy**

**B: Reading for Details**

Now read the article carefully and make a list of:

1. the bad health **habits** divorced or widowed men are more likely to have
2. the health **problems** they are more likely to have

**C: Discussion**

**Part I**

'Study co-author Dr. Ichiro Kawachi speculates that women have a **salutary** effect on men.'

Work in a group to complete the following:

1. Discuss what you think the meaning of the word 'salutary' is, using the words in the sentence around it and your knowledge of the article to help you.
2. Share your guess with the class and decide which you think is the best guess.
3. Check in the dictionary to see the meaning.

**Part II**

Answer these questions in your group.

1. Do you agree with Dr. Kawachi. Why / why not?
2. Do you think men have a **salutary** effect on women? If you do, how?

**D: Vocabulary**

Choose five words from today's article that you do not know, then complete the following for each word:

1. Copy the sentence from today's article (with the unknown word).
2. Look at the sentence and try to decide what part of speech the word is.
3. Look at the words which go together with the new word. Underline these words.
4. Look in the dictionary and find as much information as you can. Do all of the following:
   * check the part of speech.
   * read the example sentence if there is one.
   * notice other words with the same or opposite meaning.
   * look carefully at the grammar of the new word.
   * write your own sentence using the new word.

**E: Language**

1. Fill in the gaps in the sentences below with **'and'** or **'but'**.

The findings of the study show that divorced men eat fewer vegetables, drink more alcohol, \_\_\_\_ are less likely to quit smoking than their married counterparts.

In a study of nearly 30,000 men, vegetable intake declined by more than three servings per week in men following the death of a spouse, \_\_\_\_ nearly two servings per week after a divorce.

Divorced men were also more likely to smoke than their married peers, \_\_\_\_ those who remarried were likely to quit, findings show.

It is not clear from the study why widowers or newly single men may be more lax when it comes to their health, \_\_\_\_ study co-author Dr. Kawachi speculates that women have a salutary effect on men.

Kawachi said that doctors should be aware of their male patients' marital status \_\_\_\_ inquire about changes when their health habits begin to slip.

1. Write two sentences of your own to show you understand the uses of '**and**' and '**but**'.

**Post-Reading Activities**You may do one or more of these**.**

**A: Parts of Speech**

Complete the table below. Put each of the words into the correct form under the heading. The first one is done for you as an example.

|  |  |  |
| --- | --- | --- |
| **Noun** | **Verb** | **Adjective** |
| **marriage** | *marry* | *marital* |
| divorce |  |  |
| **widow/widower** |  |  |
|  | relate |  |
|  | separate |  |

**B: The Ideal Partner**

Write a short description of your ideal life partner. Include:

* the kind of job you would like them to have
* their appearance
* their personality
* interests
* likes and dislikes
* life experiences and dreams for the future

Be ready to present your description to your group.

**C: Short Talk 3/2/1**

1. Plan a short talk of about 3 minutes about the advantages or disadvantages of marriage. You must decide what your opinion is and state this at the beginning of your talk, then give as many reasons and examples as you can to support your position. Give this talk to a partner and then listen to your partner's talk. Your teacher will tell you when 3 minutes is up. Try to keep talking for the full 3 minutes so that you improve your fluency.
2. Find a new partner and give the same talk to this person in 2 minutes. Listen to your partner give his/her talk in 2 minutes also.
3. Find a new partner again and give the same talk to this person in only 1 and a half minutes. Listen to your partner give their talk too.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Matchmaking - Notes**

Distribute one of the descriptions to each person in a group of four. Groups should sit in a circle facing each other. The students should not show each other their description, but rather should read the description aloud so the others can understand it.

If the group has difficulty understanding, they should try and negotiate the meaning by asking questions to clarify meaning.

Discussion should last for about 10 minutes unless the students feel they need more time.

(Please note: Details of what country Ms X is from have been removed to avoid any possibility of students being racist in their discussion. If, however, you feel your students will handle the issue in a sensitive way and you want to add more details to the descriptions, you could give the applicants names, and some details about ethnic background, religion etc.)

**A: Matchmaking - Text to be given to students**

**(Give each student in a group of 4 one of the descriptions below.)**

**Mr. A:** is a relaxed and friendly man. He has little experience of people from other cultures. However, he enjoys meeting people from other countries. He is not religious. He likes watching sport on TV and enjoys drinking beer with his friends. He works as a builder and is not rich, but has enough money for his needs.

**Mr. B:** has lived in the US for the last ten years. He is the same religion as Ms X and is from the same country. He is outgoing and friendly. He has a job in the local supermarket, but does not earn very much money there.

He went to school in his home country and can read and write in his language and in English. He prefers mixing with people from his own country. He would like to return to his country one day, but has trouble saving money.

**Mr. C:** has an important job in a bank. He is very well educated. He travels a lot in his job.

He spent 5 years in a country just across the border from Ms X's when he was young, because his father was a diplomat there.

He has to meet a lot of people in his job. He is from a different religion to Ms X and takes his religion seriously. He gets on with anybody he meets and relates well to people from other cultures.

**Mr. D**: is a shy man with a small group of friends. He had difficulty learning at school and has had problems finding work as an adult. He now works as a shop assistant, but goes to night classes to improve his reading and writing skills. He has never traveled outside his country.

He has no experience with people from different cultures. He doesn't have strong religious beliefs, but is not against religion either.

**B: Vocabulary - Notes**

To make sure students have understood the vocabulary before they read the article, you could elicit the meanings of the words from them and write them up on the board.

**B: Vocabulary - Answers**

1. widow - a woman whose husband has died
2. widower - a man whose wife has died
3. divorced - person who has legally finished their marriage
4. spouse - a husband or wife: a marriage partner
5. counterpart - person who has a similar function to another, equivalent
6. peer - people of the same age or who are equal in some way, equivalent
7. remarried - someone who has got married again after being divorced
8. marital status - whether someone is married, single, divorced, etc.
9. marital separation - when two married people choose not to live together because they are not happy in the marriage

**Reading Activities**

**A: Skim Reading - Notes**

You may like to set a time limit for this activity. Students shouldn't use a dictionary.

The important thing is that students' sentences show they have understood the main point of the article.

**A: Skim Reading - Suggested Answer**

A study has shown that marriage is **good / helpful / beneficial** for men. It seems that women must have a **good effect / positive influence** on men because men are **healthier / in a better state / better off** when they have a woman in their life.

**Correct Headline:**

Headline c - **A Married Man is a Healthy Man, Study Finds**

Headlines a and b are correct, but both refer to details in the article rather than the main idea. Headline d and e are not mentioned. (The article talks about the subset of newly single (divorced men or widowers) rather than the larger group of unmarried men.)

**B: Reading for Details - Notes**

Continue to discourage students from using a dictionary to find the answers to this task. In fact it is most helpful for their reading skills if they learn to find information without understanding every word they read.

**B: Reading for Details - Answers**

 1.

* they eat fewer vegetables
* they are less likely to stop smoking
* they drink more
* they eat more fried foods

 2.

* feel suicidal
* develop Alzheimer's Disease
* die early
* have higher blood pressure

**C: Discussion - Notes**

**Part 1**

If students are not experienced at guessing meanings by using the context to help them it would be a good idea to model the technique using a different word on the board first.

One way to do this activity is to have students guess the meaning and write up all the different guesses on the board alongside the sentence, then have the students assess each, one by one, and determine which is the best.

**Part 2**

Questions 1 and 2 would work best in pairs or small groups. Tell the students you will call on some groups to share their answers with the class. This will help them stay focussed. You may also wish to ask the students to write their opinions if they need more writing practice.

**C: Discussion - Answers**

**Part 1**

Salutary = beneficial

**D: Vocabulary - Notes**

If the students have never done this before, it will be necessary to work together as a class learning to identify collocations (words which go together with another word) of a word.

The article provides many ready examples of collocations for students to practice with (e.g. annual meeting, unequal distribution, drink heavily, marital separation). Once they are confident finding collocations, they will be ready to work independently with the words they have chosen for this task. You will need to circulate to make sure the students are on track.

**E: Language - Answers**

The findings of the study show that divorced men eat fewer vegetables, drink more alcohol, **and** are less likely to quit smoking than their married counterparts.

In a study of nearly 30,000 men, vegetable intake declined by more than three servings per week in men following the death of a spouse, **and** nearly two servings per week after a divorce.

Divorced men were also more likely to smoke than their married peers, **but** those who remarried were likely to quit, findings show.

It is not clear from the study why widowers or newly single men may be more lax when it comes to their health, **but** study co-author Dr. Kawachi speculates that women have a salutary effect on men.

Kawachi said that doctors should be aware of their male patients' marital status **and** inquire about changes when their health habits begin to slip.

**Post-Reading Activities**

**A: Parts of Speech - Answers**

**Noun / Verb / Adjective  
marriage** / marry / marital  
**divorce** / divorce / divorced  
**widow/widower** / widow / widowed  
relationship / **relate** / relative/related  
separation / **separate** / separate/separated

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**Intermediate - Upper-Intermediate Instant Lesson™**

**Germans Lose Shirts Over Taxes**

**Pre-Reading Activities**

**A: Discussion**

Discuss the following questions in small groups.

1. Do you know what the income tax rates are in your country? Are they high, low or average compared with other countries?   
2. What other taxes do you have? Do you have a sales tax? If yes, what is the rate?   
3. Do people in your country complain about the level of taxes? Do you think taxes should be lower?

**B: Vocabulary**

Match the following words from today's article with their meanings.

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| 1. hike | a. to replace something that is missing |
| 2. deluged | b. unnecessary; more than you need |
| 3. superfluous | c. making an unkind joke of something |
| 4. plunged | d. increase |
| 5. to plug a hole | e. to send a large number of things at the same time |
| 6. mocking | f. decreased sharply |

**Reading Activities**

**A: Comprehension**

Look at the following questions and then read today's article to find the answers.

1. Who have Germans been sending their shirts to?   
2. How do they feel about him raising taxes?   
3. How many people have said that they have sent a shirt?   
4. How long has the shirt campaign been going on?   
5. How many shirts has the chancellor's office received?   
6. What has happened to the shirts?   
7. When was the election held?   
8. How long has "The Tax Song" been the most popular song in Germany?   
9. What election promise did the chancellor break?

|  |  |  |
| --- | --- | --- |
| **Getting Shirty Over Tax Hikes**   |  |  | | --- | --- | | BERLIN Mon Dec 9 (Reuters) - Angry Germans who think Chancellor Gerhard Schroeder wants to tear the last shirt off their backs with his plans to raise taxes have decided to spare him the trouble. His office is being deluged with old shirts.  The "last shirt for Schroeder" campaign was **launched** two weeks ago by Christian Stein, an Internet marketing consultant from Dortmund. The campaign Web Site www.aktionletzteshemd.de recorded 33,200 people as saying they had sent a shirt so far. "Dear Gerhard, I wish you a happy festive season and send you my last shirt to fulfill your greatest Christmas wish. That should make all further tax increases superfluous as I have nothing else left anyway," shirt senders write to Schroeder.  The Web Site also offers T-shirts for sale, which read: "I am wearing this T-shirt because Schroeder has my last shirt." | A government spokesman said Schroeder's office had received 9,000 shirts by last Friday, with 7,000 already sent on to a shop that raises money for the unemployed in the western city of Bielefeld and other charities interested in taking the rest.  Schroeder's popularity has plunged in polls since he narrowly won reelection in September as he has announced tax increases and spending cuts to plug a gaping budget hole.  The shirt campaign comes as a song mocking the chancellor's broken election promise not to raise taxes spends its third week at the top of the German charts. Schroeder has called comedian Elmar Brandt a "**freeloader**" for his hit "The Tax Song."  **Glossary:** **launched** - to start an activity  **freeloader** - someone who takes advantage of the work of others |   Article © 2002 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**B: Who Are They?**

Read the article again and explain who the following people are.

Gerhard Schroeder:   
Christian Stein:   
Elmar Brandt:

**C: True, False or Not Given**

Mark the following statements **T** if they are true, **F** if they are false and **NG** if the information is not given in the text.

1. Germans have been sending new shirts to the chancellor.   
2. The last shirt campaign is being conducted via a web site.   
3. The T-shirts sold through the web site have been very popular.   
4. This is the first time Schroeder has been chancellor.   
5. Schroeder has become very unpopular.   
6. There are major problems with the German budget.

**D: Thinking Carefully**

Write the answers to the following questions.

1. Why have the German people sent Chancellor Schroeder their 'last shirt' rather than some other personal belonging? Is there a similar expression to 'giving your last shirt' in your language?

2. Schroeder described Elmar Brandt as a 'freeloader'. Why would he regard him as a freeloader? Is that a fair description?

**E: Main Idea**

Complete the sentence to sum up the main idea of the article.

People in \_\_\_\_\_\_\_\_\_\_ have been sending \_\_\_\_\_\_\_\_\_\_ to the country's \_\_\_\_\_\_\_\_\_\_ because they are \_\_\_\_\_\_\_\_\_\_ about \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_.

**Post-Reading Activities**You may do one or more of these**.**

**A: Speaking**

Imagine you are a government official in one of the following departments: *Education; Defense; Social Welfare; Health; Transport; Environment.*

The government wants to reduce taxes, so it must cut spending. Your job is to defend your department and say why there should be no cuts to your department's budget. Explain why spending cuts would be harmful.

**B: Language**

We use the **past perfect + by** to indicate that an event happened at or before a certain time in the past.

Example: *A government spokesman said Schroeder's office* ***had received*** *9000 shirts* ***by*** *last Friday...*

Use the words below to make sentences using the **past perfect + by**. The first one has been done for you as an example.

1. I / pay / the bill / Monday        *I had paid the bill by Monday*.   
2. We / leave / the restaurant / 9 p.m.   
3. He / get / a suntan / the end of summer   
4. Tom / learn to ski / the end of the week   
5. Alice / finish / dinner / the time we arrived   
6. She / fall asleep / midnight

**C: Writing**

*'Governments will* ***always*** *break election promises, so there's no point in getting angry about it.'*

Write a short essay giving your opinion about this statement.

**TEACHERS' NOTES AND ANSWER KEY**

**Please Note:** This lesson also has 2 grammar exercises for your students to do online at [www.instantworkbook.com](http://www.instantworkbook.com). You can get a username and password for your students by clicking on the blue icon next to this lesson description at [www.english-to-go.com](http://www.english-to-go.com).

**Pre-Reading Activities**

**A: Discussion - Notes**

Explain to students that tax rate means the percentage of money that is taken out of each dollar for tax purposes. Rates can vary depending on the amount of income someone earns. Generally, a person who earns a lot of money has to pay a higher percentage of taxes than a person who earns a small amount of money.

**B: Vocabulary - Answers**

1. d, 2. e, 3. b, 4. f, 5. a, 6. c.

**Reading Activities**

**A: Comprehension - Answers**

1. Chancellor Gerhard Schroeder.   
2. They are angry.   
3. 33,200.   
4. Two weeks.   
5. 9,000.   
6. They have been sent to a shop that raises money for people who are unemployed.   
7. September.   
8. Three weeks.   
9. He promised he wouldn't raise taxes.

**B: Who Are They? - Answers**

Gerhard Schroeder: The Chancellor of Germany.   
Christian Stein: An Internet marketing consultant from Dortmund who set up the "last shirt" Web Site.   
Elmar Brandt: A comedian who has the hit song "The Tax Song".

**C: True, False or Not Given - Answers**

1. F (Only old shirts.), 2. T, 3. NG, 4. F (He was reelected.), 5. T, 6. T.

**D: Thinking Carefully - Answers**

1. If you give someone your last shirt it suggests you are giving them your last possession and you haven't got anything left to give.   
2. The chancellor regards Brandt as a freeloader because he is using the chancellor's decision regarding tax increases to record a song and increase his popularity. The criticism seems harsh as part of a comedian's job is to make fun of the foolishness of politicians.

**E: Main Idea - Answers**

People in **Germany** have been sending **shirts** to the country's **chancellor** because they are **angry** about **tax increases**.

**Post-Reading Activities**

**A: Speaking - Notes**

Divide the class so that there are approximately equal numbers of students representing each department. Students should focus on what services or benefits to the public would be affected by cutbacks in spending, e.g. a cut in the Education Department budget may reduce the resources available to schools and result in a poorer standard of education for students. Each department should appoint a spokesperson who will report back to the class.

**B: Language - Notes**

Your students can also practice this grammar point on-line.

**B: Language - Answers**

2. We had left the restaurant by 9 p.m.   
3. He had gotten a suntan by the end of summer. (American English) / He had got a suntan by the end of summer. (British English)  
4. Tom had learned to ski by the end of the week.   
5. Alice had finished dinner by the time we arrived.   
6. She had fallen asleep by midnight.

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**Intermediate - Upper-Intermediate Instant Lesson™**

**Giant Vending Machine Opens**

**Pre-Reading Activities**

**A: Discussion**

Discuss the following questions in small groups:

1. Are vending machines popular in your country? What are some of the things you can buy from vending machines? What things have you bought?

2. What are the advantages and disadvantages of buying things from vending machines?

**B: Vocabulary**

Match the following words with their meanings.

|  |  |
| --- | --- |
| 1. deli 2. debut 3. stale 4. funky 5. upscale 6. clientele | a.  have more money and education than most people b. a shop selling cooked or prepared goods ready for serving c. customers d. first appearance e. not fresh f. fashionable |

**Reading Activities**

**A: True, False or Not Given**

Read Part One of the article and mark the following statements '**T**' if they are true, '**F**' if they are false and '**NG**' if  the information is not given in the article.

1. The vending machine looks like a deli.   
2. The vending machine only takes credit cards.   
3. The vending machine is larger than some convenience stores.   
4. The Big Box has been operating for a month.   
5. The Big Box can recognize if food is not fresh.   
6. People need to think quickly if they use the Big Box.   
7. Some people don't like using the Big Box because it's not friendly.   
8. The machine was designed by a Japanese company.

**Part One**

|  |  |  |
| --- | --- | --- |
| **Deli-Sized Vending Machine Debuts** By Deborah Zabarenko   |  |  | | --- | --- | | WASHINGTON Fri August 30 (Reuters) - It's late, the shops are closed and you simply must have a roasted eggplant-and-ricotta sandwich and an iced cappuccino. There's really only one place to go: the deli-sized vending machine on the corner. Feed in your money or your credit card, touch a few squares on a computer screen, and voila -- the robotic metal shopping basket finds your items and delivers them to your waiting hands.  The monster vending machine, smaller than a typical suburban convenience store but about the same size as an inner-city deli, made its Washington debut this month in the city's Adams Morgan neighborhood.  The Tiktok Easy Shop Big Box, as it is known, is still in the testing phase, and drew more window-shoppers than customers on Thursday, two weeks after it opened at the edge of a restaurant parking lot. | "When we listed the space (for rent), we knew something cool was coming, but we didn't know what," said Luis Reyes, who works at the parking lot. He used a credit card to buy one of the Big Box's more expensive items, a men's travel kit for $8.75.  "I like it very much, very convenient," Reyes said. "It's got a brain." It certainly seems so. The Box knows not to pile a heavy glass bottle on top of a carton of eggs, which it sells for $1.50 per half-dozen, and will refuse to sell outdated milk or a stale sandwich if their expiration dates are programmed into the machine.  It can be a bit impatient, though: Hesitate for more than a few seconds before entering an item's number on the touchpad and it cancels the order. And customer service is necessarily more impersonal than it would be with, well, a person. (Continued/...) |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**B: Comprehension**

Read Part Two of the article and answer these questions:

1. How many people work at the Big Box?   
2. What items does the Big Box stock?   
3. Where have large vending machines been used before?   
4. Which company makes the machines?   
5. How many versions of the machine were tested before this one?

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (Continued/...) There is at least one human in attendance, however. Arun Dev manages the Box, keeping it stocked and clean.  The Washington Big Box was stocked with the essentials of life appropriate to a slightly funky but upscale clientele. Health-food juices, fresh pasta and designer coffee drinks shared shelf space with milk and snack chips. An attached booth offers DVD movies for rent.  Matt Allen, who bought a jug of water, was enthusiastic. "It was really cool," Allen said. "It was good to just pull in, get something and go."  Such machines have been used previously in Japan and Europe, but they are new to the United States. | The actual vending machine is made by Automated Distribution Technologies Inc., of Exton, Pennsylvania. The company calls the device Shop 2000, and bills it as the first fully automated convenience store.  Michael King, an engineer and one of the designers of Shop 2000, said an earlier, less sophisticated version of the machine was tested near Howard University in Washington and before that, there was an earlier test in York, Pennsylvania.  King declined to say which company was operating the Washington Big Box. |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**C: Who Are They?**

Find these names in Parts One and Two of the article and explain who they are:

1. Luis Reyes   
2. Arun Dev   
3. Matt Allen   
4. Michael King

**D: Pronouns**

Read these excerpts from the article. Who or what do the pronouns in **bold** refer to?

1. **He** used a credit card to buy one of the Big Box's more expensive items...  
2. **I** like **it** very much...  
3. **It** can be a bit impatient, though...  
4. ...**they** are new to the United States.

**E: Thinking Carefully**

The following extracts have been taken from the article. Answer the questions that follow. You will have to use your own ideas as well as information from the article.

1. 'It drew more window shoppers than customers on Thursday....'   
What are window shoppers? Why would the Big Box attract a lot of window shoppers?

2. "It's got a brain," said one of the customers when talking about the Big Box.   
Why did he say that?

**F: Summarizing**

Complete the following sentences to create a summary of the main ideas of the article.

A \_\_\_\_\_\_\_\_-sized \_\_\_\_\_\_\_\_ machine has just opened in the city of \_\_\_\_\_\_\_\_. The machines are new to the \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ but have been used before in \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_.

**Post-Reading Activities**You may do one or more of these**.**

**A: Discussion**

Discuss the following questions in small groups:

1. Have you ever seen a vending machine like the Big Box?   
2. The Washington Big Box was stocked with **essential items**. Which items do you think were really essential? If you owned a Big Box in your neighborhood, which essential items would you put in it?   
3. Do you think this type of large vending machine will replace small stores? Give reasons for your answer.

**B: Writing**

1. Write a newspaper advertisement for a Big Box vending machine which is soon to open in your neighborhood.

2. Write a short essay on the advantages and disadvantages of shopping at a Big Box vending machine compared to a small store.

**C: Language**

The **passive** is used when we want to think about what is being done (the action) rather than who is doing it. To make a sentence passive we use the **be verb + the past participle**. (E.g. *The Washington Big Box* ***was stacked*** *with the essentials of life.)*

Here are some more examples from the article. Underline the example of the passive in each sentence.

Such machines have been used previously in Japan and Europe...  
The actual vending machine is made by Automated Distribution Technologies Inc., of Exton, Pennsylvania.  
An earlier, less sophisticated version of the machine was tested near Howard University in Washington...

Change the following **active** sentences into the **passive** form.

1. They told us to stay at home. *Answer:* *We were told to stay at home.*   
2. Somebody washes the clothes every day.   
3. They have canceled the game because of bad weather.   
4. People make wine from grapes.   
5. Someone invented the telephone a long time ago.   
6. They show films there every night.   
7. People had invited me to the party.   
8. Someone is stealing my food.

**TEACHERS' NOTES AND ANSWER KEY**

Please Note: This lesson also has two follow-up activities your students can do on-line at [www.instantworkbook.com](http://www.instantworkbook.com)

**Pre-Reading Activities**

**B: Vocabulary - Answers**

1. b; 2. d; 3. e; 4. f; 5. a; 6. c.

**Reading Activities**

**A: True, False or Not Given - Answers**

1. F (it is deli-sized)   
2. F (it also takes money)   
3. F (it is smaller)   
4. F (it has been open for two weeks)   
5. T  
6. T  
7. NG  
8. NG

**B: Comprehension - Answers**

1. one  
2. 'The essentials of life'--health-food juices, fresh pasta, designer coffee, milk and snack chips.  
3. Europe and Japan  
4. Automated Distribution Technologies  
5. two

**C: Who Are They? - Answers**

1. Luis Reyes - works at the parking lot where the machine was installed  
2. Arun Dev - manages the Washington Big Box  
3. Matt Allen - a customer  
4. Michael King - an engineer and one of the designers of Shop 2000

**D: Pronouns - Answers**

1. He - Luis Reyes   
2. I - Luis Reyes, it - the Big Box   
3. It - the Big Box   
4. they - the large vending machines

**E: Thinking Carefully - Answers**

1. Window shoppers are people who just look at the window display of a shop and think about what they would like to buy, but don't actually buy anything. The Big Box is new and a novelty, so people are curious but perhaps don't feel comfortable enough with the Big Box to buy anything yet. Vending machines are often fun to watch as they operate automatically. This one with its 'robotic metal shopping basket' sounds a little different from more basic and smaller-sized vending machines.  
2. The Big Box can stack items in the shopping basket so they don't break, and also reject items which are no longer fresh.

**F: Summarizing - Answers**

A **deli-**sized **vending** machine has just opened in the city of **Washington**. The machines are new to the **United States** but have been used before in **Japan** and **Europe**.

**Post-Reading Activities**

**B: Writing - Notes**

Your students can write a newspaper advertisement for a Big Box vending machine online. Go to the instant workbook section on the English-to-go website and there, you can get a username and password to give to your students.

**C: Language - Answers**

(Passive structures shown in bold type): Such machines **have been used** previously in Japan and Europe...  
The actual vending machine **is made** by Automated Distribution Technologies Inc., of Exton, Pennsylvania.  
An earlier, less sophisticated version of the machine **was tested** near Howard University in Washington

2. The clothes are washed every day.   
3. The game has been canceled because of bad weather.   
4. Wine is made from grapes.   
5. The telephone was invented a long time ago.   
6. Films are shown there every night.   
7. I had been invited to the party.   
8. My food is being stolen.

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**Intermediate - Upper-Intermediate Instant Lesson™**

**GM Food - Needed**

**Pre-Reading Activities**

**A: Discussion**

In pairs or groups, try to answer the following questions.

1. In which areas of the world does hunger exist?
2. Is hunger a problem in your country?
3. Which measures would you suggest to fight hunger?
4. Is it all right to use genetically modified food to end hunger? Why / Why not?
5. Would you personally eat anything which has been genetically modified?
6. Do you think it is possible, at this present time, to predict the long-term effects of using GM food? Why / Why not?

**B: Brainstorming**

As a group or class, talk about how we might be able to solve the problem of hunger on our planet. Write down your ideas. (DO NOT include genetically modified food into your list.)

**C: Vocabulary**

Match the words from today's article with their meanings.

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| access to | a condition resulting from a lack of food |
| boost | fight / be against / resist |
| perils | problem |
| malnutrition | means of using / availability |
| content (n) | preparing |
| oppose | raise |
| on the grounds | dangers |
| processing | for reasons |
| issue | material in (something) |

Compare your answers with a partner.

**Reading Activities**

**A: Scanning**

Now read Part 1 of today's article and answer the following questions:

1. Which continent is discussed?
2. What measures are proposed to end hunger?
3. Are many people suffering from hunger?

|  |  |  |
| --- | --- | --- |
| **Part 1 Africa needs gene-modified crops**   |  |  | | --- | --- | | WASHINGTON Monday September 11 (Reuters) - African nations need access to genetically modified crops to boost food production, not lectures from "misguided" groups in more developed countries about the possible perils of the new generation of seeds, a Nigerian official said on Monday.  "Millions of Africans -- far too many of them children -- are suffering from malnutrition and hunger," Nigerian Agriculture Minister Hassan Adamu said in an opinion piece in the Washington Post. "Agricultural biotechnology offers a way to stop the suffering. " | Genetically modified crops contain genes borrowed from other organisms to increase disease or pest resistance or boost herbicide tolerance. Later generations could boost the nutritional content of food and help fight human diseases.    (Continued/...) |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**B: Prediction**

How do you think the article might continue?

Write your ideas down. You may wish to begin like this:

1. In Africa hunger…

or:

1. In many countries of the world today people know the meaning of hunger…

or:

1. Genetically modified food is a possible answer to…

Share your ideas with a partner, then read Part 2 of today's article and see if your predictions were right.

|  |  |  |
| --- | --- | --- |
| **Part 2**   |  |  | | --- | --- | | (.../Continued)  Greenpeace, Friends of the Earth and other environmental groups in Europe and North America have opposed the new seed varieties on the grounds they could have unintended human health and environmental affects.  Just last month, Greek police arrested 12 Greenpeace activists who had chained themselves to the gates of a soybean processing plant to protest genetically modified crops.  The World Health Organization, the UN Food and Agriculture Organization, and the Organization for Economic Cooperation and Development have determined that genetically modified crops are ''safe and nutritious,'' Adamu said. | Furthermore, developing nations are capable of making their own decisions on the issue, he said.  "To deny desperate, hungry people the means to control their futures by presuming to know what is best for them is not only paternalistic, but morally wrong," Adamu said. |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**C: Reading for Key Information**

Now scan the whole article to match the beginnings of the following sentences with their endings.

**Beginnings**:

1. African nations need access to genetically modified crops…
2. Genetically modified crops contain genes…
3. Just last month Greek police arrested 12 Greenpeace activists…
4. Furthermore, developing nations are capable…

**Endings:**

1. ...who had chained themselves to the gates of a soybean processing plant.
2. ...to boost food production.
3. ...of making their own decisions on the issue.
4. ...borrowed from other organisms.

|  |  |  |
| --- | --- | --- |
| **Africa needs gene-modified crops**   |  |  | | --- | --- | | WASHINGTON Monday September 11 (Reuters) - African nations need access to genetically modified crops to boost food production, not lectures from "misguided" groups in more developed countries about the possible perils of the new generation of seeds, a Nigerian official said on Monday.  "Millions of Africans -- far too many of them children -- are suffering from malnutrition and hunger," Nigerian Agriculture Minister Hassan Adamu said in an opinion piece in the Washington Post. "Agricultural biotechnology offers a way to stop the suffering."  Genetically modified crops contain genes borrowed from other organisms to increase disease or pest resistance or boost herbicide tolerance. Later generations could boost the nutritional content of food and help fight human diseases.  Greenpeace, Friends of the Earth and other environmental groups in Europe and North America have opposed the new seed varieties on the grounds they could have unintended human health and environmental affects. | Just last month, Greek police arrested 12 Greenpeace activists who had chained themselves to the gates of a soybean processing plant to protest genetically modified crops.  The World Health Organization, the UN Food and Agriculture Organization, and the Organization for Economic Cooperation and Development have determined that genetically modified crops are ''safe and nutritious,'' Adamu said.  Furthermore, developing nations are capable of making their own decisions on the issue, he said.  "To deny desperate, hungry people the means to control their futures by presuming to know what is best for them is not only paternalistic, but morally wrong," Adamu said. |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**D: Sequencing**

Read the article again. Now work with a partner and put this list of events in the correct time order.

1. In the future the quality of GM foods might improve.
2. He criticized groups from developed countries as being 'paternalistic' and 'misguided'.
3. Scientists developed GM foods.
4. Hassan Adamu called for African nations to have access to GM foods and agricultural biotechnology.
5. Environmental groups said that GM foods are a possible health and environmental risk.

Check your answers with your teacher.

Now work together to write a summary of the article. Make sure you use each of the ideas in the above list in the correct order.

Join your ideas together with linking words and phrases (such as 'To begin with', 'after that', 'next', 'then' and 'finally' ) to show the order in which they happened.

**Post-Reading Activities**You may do one or more of these**.**

**A: Dialogue**

In pairs, choose **either** Part 1 **or** Part 2 of today's article as the basis for your dialogue. Then choose one of the two roles, Student A or Student B.

**Part 1**

**Student A** is from a country where hunger is a serious problem.

**Student B** is a reporter working for an American newspaper.

**OR:**

**Part 2**

**Student A** is a Greenpeace or Friends of the Earth activist opposed to GM food.

**Student B** is a geneticist arguing that today GM food is the answer to the problem of hunger.

Make up a dialogue about how GM food could help solve the problem of hunger and malnutrition.

Write down your dialogues, get your teacher to check them, and prepare to act them out in front of the class.

**B: Essay**

Write an essay on the subject of 'Nutrition'. Be sure to mention the following points...

1. The dangers of malnutrition.
2. A nutritious diet.
3. How to end malnutrition and hunger. (Use your ideas from Pre-Reading Activity B.)

**C: Language**

' "To deny desperate, hungry people the means to control their futures by presuming to know what is best for them is not only **paternalistic**, but morally wrong," Adamu said.'

Look up the word "paternalistic" in the dictionary. Then list some examples of what you consider to be "paternalistic" attitudes in various situations. Give some evidence to support the ideas on your list.

**D: Web Work**

If you have Web access, search for subjects such as nutrition, malnutrition, genetically modified foods and crops.

Make notes, summarize the information you find, and present your information in the form of a short talk to the class.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Discussion - Notes**

Let your students discuss the topic freely. Be on hand to offer some suggestions and guide the discussion if needed. Be sensitive about the way in which this topic is discussed, if any of your students come from countries where widespread hunger exists.

**C: Vocabulary - Answers**

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| access to | means of using / availability |
| boost | raise |
| perils | dangers |
| malnutrition | a condition resulting from a lack of food |
| content (n) | material in (something) |
| oppose | fight / be against / resist |
| on the grounds | for reasons |
| processing | preparing |
| issue | problem |

**Reading Activities.**

**A: Scanning - Answers**

**Part 1**

1. Africa.
2. GM crops / agricultural biotechnology.
3. Yes.

**B: Prediction - Answers**

Any appropriate predictions should be accepted.

**C: Reading for Key Information - Answers**

1. 2
2. 4
3. 1
4. 3

**D: Sequencing - Answers**

1. Scientists developed GM foods.
2. Environmental groups said that GM foods are a possible health and environmental risk.
3. Hassan Adamu called for African nations to have access to GM foods and agricultural biotechnology.
4. He criticized groups from developed countries as being 'paternalistic' and 'misguided'.
5. In the future the quality of GM foods might improve.

**Post-Reading Activities**

**C: Language - Notes**

"Paternalistic" means acting as a parent who always knows what's "right". The word is often used derogatively.

Be sure your students understand the meaning of this word, and help them find examples in various aspects of life.

Please Note: If your students are interested in this topic there are other lessons on GM foods (for Upper Intermediate students) in the Health section of the Instant Lessons Library.

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**Intermediate - Upper Intermediate Instant Lesson™**

**Gooooooaaaaaal!**

**Pre-Reading Activities**

**A: Pair Work**

Do the following task with a partner.

**Referees**, **umpires** and **judges** are all names for officials who control a sports game or event.  
Match the sports with the official. Write **referee, umpire** or **judge** next to the sport. The first one has been done for you.

1. baseball: **umpire**  
2. basketball:   
3. diving:   
4. soccer:    
5. figure skating:   
6. tennis:

**B: Ranking**

Work alone and answer the questions and when you have finished, share your answers and reasons for your answers with your partner.

1. Which three sports do you most like to play or watch?  (Note: They do not have to be from the list in Pre-Reading Activity A.) List them from your favorite to least favorite.

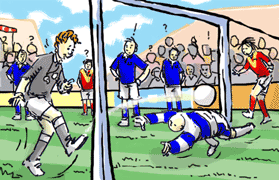
a.   
b.   
c.

2. How difficult would it be to act as an official in these three sports? Rank them according to how difficult you think it would be.

a.   
b.   
c.

**Reading Activities**

**A: Headline**

****

In a news article, the first paragraph is usually a summary of the main idea of the article. Read the first paragraph of today's article and then fill in the blanks in the headline with suitable words.

**Referee \_\_\_\_\_\_\_\_\_\_ After Being Punished for \_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Part One** By Suzana Sava   |  |  | | --- | --- | | LONDON Wednesday January 16 (Reuters) - A referee **suspended** for scoring a goal while taking charge of a minor league game has **resigned** after | being found guilty of bringing the game into **disrepute**.  (Continued/...) |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**suspended** - prevented from continuing your job for a fixed length of time   
**resigned** - quit job   
**disrepute** - something loses its good reputation because of an action someone did

**B: Sequencing**

Read the next part of the article which gives more details about what happened.  Put the events in the order in which they happened.  Write **1** next to the first event, **2** next to the second event, etc. and **5** for the last event.

\_\_\_ Earls Colne won the game 20 - 2.  
\_\_\_ Savill resigned from refereeing in the Essex County FA.  
\_\_\_ Savill was refereeing a soccer game between Earls Colne Reserve and Wimpole 2000.  
\_\_\_ The Essex County Football Association (FA) suspended Savill for seven weeks.  
\_\_\_ With only 10 minutes left in the game, Savill kicked the ball into the Earls Colgne net, scoring a goal for Wimpole 2000.

|  |  |  |
| --- | --- | --- |
| **Part Two**   |  |  | | --- | --- | | (Continued.../) The Essex County Football Association said on Tuesday that they were disappointed by the decision of Brian Savill, who hit the headlines last year when his sympathy for a team getting beaten 18-1 went too far.  ``It is a pretty unique case and hopefully it won't happen again,'' Essex County FA chief executive Phil Sammons told Reuters.  ``We are very disappointed as an association because we are **desperate** for referees.''  ``But the rules and regulations of the Football Association do not allow match officials to score goals. We have to **uphold** those rules and regulations.''  Savill was taking charge of a Great Bromley Cup game in the South of England on September 22 between Earls Colne Reserves and Wimpole 2000.  With 10 minutes remaining and Wimple trailing 18-1, Savill found the ball at his feet in front of the Earls Colne goal and promptly banged it into the net, before signaling a goal. | The laws of the game state that the referee is part of the playing area and that the game continues if the ball strikes him. There is no **provision** in the laws to differentiate between an accidental or deliberate contact.  Savill's **bizarre** goal made little difference to the **outcome** as Earls Colne went on to win 20-2, but the officials were unimpressed.  At a hearing on January 8, the Essex County FA found 47-year-old Savill, a Royal Mail manager from Colchester, guilty of bringing the game into disrepute and suspended him for seven weeks.  Savill, a referee with 18 years' experience, resigned over the weekend after finding out about the decision.  **Words: desperate** - in need of something very badly  **uphold** - support and maintain something  **provision** - a special arrangement which is included in the laws  **bizarre** - unusual, strange  **outcome** - final result |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**C: Reading Carefully**

Read the second part of the article again and answer these **'Why'** questions.

1.  Why did the Essex County FA suspend Savill for 7 weeks?  
2.  Why is the Essex County FA disappointed that Savill resigned?  
3.  Why was Savill's goal allowed?  
4.  Why was Savill's goal of little importance to the final result of the game?  
5.  Why do you think Savill scored the goal?

**D: Finding the Answer**

Read the third part of the article to find the answers to these questions.

1.  What did Savill say is the reason he scored the goal?  
2.  Does he think that other referees should do what he did?  
3.  Did Sammons think it was funny?

|  |  |  |
| --- | --- | --- |
| **Part Three**   |  |  | | --- | --- | | "They haven't got a sense of humor,'' Savill told the Times newspaper on Tuesday. "It brought enjoyment to everyone's lives. It shows refereeing can be enjoyable and that we are not Hitlers running around blowing whistles all the time.''  However, he advised other referees against following his example.  "It was a spur of the moment action,'' he said. ``It was not something any other referee should consider doing.'' | Chief executive Sammons **conceded** the **gesture** was funny but stood by the decision.  "We all appreciate that in the circumstances that he found himself it was a very humorous situation but it may be that if this happened in another game it could cause problems,'' he said.  **Words: conceded** - admitted to something  **gesture** - something you do to show a particular feeling |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**E: Language**

A referee suspended for scoring a goal **while** taking charge of a minor league game has resigned after being found guilty of bringing the game into disrepute.

***When*** *and* ***while*** *are both used to connect two actions in the past.*

***When*** *is often used with the past simple to show one action followed by another action.* (The referee **blew** his whistle when the team **scored** the goal.) ***When*** *can also be used with the past continuous tense to show when one long action is interrupted by another action.* (e.g. The soccer fan **was watching** the game when a cup of beer **landed** on his head.) *Notice that the first action (i.e. the interrupted action) is in the past continuous, the second action after* ***'when'*** *is in the past simple tense.*

***While*** *and* ***when*** *are both used with the past continuous tense to show two longer actions that happened at the same time.  The second verb is often in the past simple but the past continuous is possible too.*

While / When the fans **were waiting** for the game to start, music was **played** over the public address system.  
While / When the fans **were waiting** for the game to start, music was **being** **played** over the public address system.).

Look at the following sentences and choose the correct words in brackets to complete the sentences.  (You may find that more than one answer is possible.)

1.  A soccer referee, Brian Savill, was suspended for seven games (while / when) he scored a goal for the losing team.   
2.  Many fans were eating and drinking (while / when) they saw Savill score the goal.   
3.  Fans were still talking about the goal while they (were leaving / left) the soccer stadium after the game.   
4.  Many fans approached Savill to voice their opinions about his goal (while / when) he was leaving the soccer stadium after the game.   
5.  Savill resigned (while / when) he heard he was suspended for seven games.   
6.  When asked why he (was scoring / scored) the goal, Savill replied, "It brought enjoyment to everyone's lives."

**Post-Reading Activities**You may do one or more of these**.**

**A: Guessing By Context**

These phrases are in today's article.  Use the context to guess what the phrases mean.

1. The Essex County Football Association said on Tuesday that they were disappointed by the decision of Brian Savill, who **hit the headlines** last year when his sympathy for a team getting beaten 18-1 went too far.  
'Hit the headlines' means...  
a. he scored the goal with his head.    
b. he hit a newspaper journalist on the head with his fist.      
c. his story was in the newspapers.

2. Savill was **taking charge** of a Great Bromley Cup game in the South of England on September 22 between Earls Colne Reserves and Wimpole 2000.  
'Taking charge' means Savill was...  
a. buying soccer tickets with his charge card.      
b. refereeing     
c. carrying something in his hand.

3. "They haven't got **a sense of humor**,'' Savill told the Times newspaper on Tuesday. "It brought enjoyment to everyone's lives."  
 'A sense of humor' is the ability to...  
a. say something funny or be able to see why something is funny.     
b. smell something that is very far away.      
c. sense or know when something is not quite right.

4. "It was a **spur of the moment** action,'' he said. "It was not something any other referee should consider doing.''  
'Spur of the moment' means an action was...  
a. pre-planned.     
b. not planned.       
c. silly

**B: Mixed-Up Words**

Look at the following words.  They are equipment used in different sports.  The letters in each of the words are mixed up.

Unscramble the letters to make words and put them under the correct heading in the table below.  (The first one has been done for you as an example.) Good luck!

gba: *bag* tab:\_\_\_\_ stoob:\_\_\_\_\_ loveg:\_\_\_\_ melthe:\_\_\_\_\_ reptut:\_\_\_\_\_ der crad:\_\_\_\_\_\_\_    hins gaurds:\_\_\_\_\_\_\_\_        eet:\_\_\_\_ tawch:\_\_\_\_\_ hisletw:\_\_\_\_\_\_ lowyel crad:\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Soccer Referee Equipment** | **Soccer Equipment** | **Baseball Equipment** | **Golf Equipment** |
|  |  |  | bag |

**C: Group Discussion**

Do you think Savill brought the game of soccer into disrepute by scoring that goal?    
Do you think Savill should have been suspended for 7 weeks?

Work in a group of three and decide whether or not Savill brought the game of soccer into disrepute. Is he guilty or innocent?   
If you find him innocent, list some reasons why you think he is innocent.   
If you find him guilty, decide what kind of punishment to give him.   
Remember, you must agree with each other on your final decision.  Be ready to share your decision with the class.

****

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Pair Work - Answers**

1. umpire    2. referee    3. judge    4. referee    5. judge    6. umpire

**B: Ranking - Notes**

Remind students that they are to rank sports, not activities (e.g. hiking, roller blading, etc.), as sports include officials; activities do not.   
Students may find Question 3 a bit unusual but the purpose of the activity is to get students to think about officials as people with personalities, not 'Hitlers running around blowing whistles all the time' as quoted from today's article.  If students get stuck, ask them to think of some stereotypical words that come to mind when they think of officials in their favorite sports.  That might help them decide who to invite for dinner first, second and last.

**Reading Activities**

**A: Headline - Answer**

**Referee Resigns After Being Punished for Scoring**

**B: Sequencing - Answers**

1.  Savill was refereeing a soccer game between Earles Colne Reserve and Wimpole 2000.   
2.  With only 10 minutes left in the game, Savill kicked the ball into the Earls Colgne net, scoring a goal for Wimpole 2000.   
3.  Earle Colne won the game 20 - 2.   
4.  The Essex County Football Association (FA) suspended Savill for seven weeks.   
5.  Savill resigned from refereeing in the Essex County FA.

**C: Reading Carefully - Notes**

The students will need to read Part Two carefully for this activity.  They will also need to use their own words for some of the answers.  Question 5 is a lead-in question to Activity D.  Ask the students what they think the answer to 5 is and then go to Activity D to find the answer.

**C: Reading Carefully - Answers**

1.  He was found guilty of bringing the game of soccer into disrepute.  
2.  They are desperate for more referees.  
3.  The laws of soccer state that the referee is part of the playing area.  If the ball hits the referee and goes into the net, it is a goal, regardless if the referee kicked the ball in accidentally or intentionally.  
4.  Earls Colne Reserves was winning 18 - 1 at the time he scored the goal.  The final score was 20 - 2.  
5.  Answers will vary.

**D: Finding the Answer - Answers**

1.  He said it brought enjoyment to people's lives and that referees can be enjoyable and funny too.   
2.  No.   
3.  Yes, but he said it should not be repeated because it could cause problems in another game.

**E: Language - Answers**

1.  A soccer referee, Brian Savill, was suspended for seven games **when** he scored a goal for the losing team.   
2.  Many fans were eating and drinking **when** they saw Savill score the goal.   
3.  Fans were still talking about the goal while they **were leaving** the soccer stadium after the game.   
4.  Many fans approached Savill to voice their opinions about his goal **while / when** he was leaving the soccer stadium after the game.   
5.  Savill resigned **when** he heard he was suspended for seven games.   
6.  Whenasked why he **scored** the goal, Savill replied, "It brought enjoyment to everyone's lives."

**Post-Reading Activities**

**A: Guessing by Context - Answers**

1. c; 2. b; 3. a; 4. b.

**B: Mixed-up Words - Notes**

To add a little bit of competitive flavor to this activity, you may like to put students in pairs and see which team can finish the activity first.

**B: Mixed-up Words - Answers**

soccer referee equipment: whistle, watch, red card, yellow card   
soccer equipment: boots, shin guards   
baseball equipment: helmet, bat, glove   
golf equipment: putter, tee, bag, glove

**C: Group Discussion - Notes**

Remind students that their decision should be based on how they feel about the case, not on how Savill was judged on January 8.  Also, remind them that they must come to an agreement amongst the three of them.  This ensures that they use agreement and negotiation language in their discussions.

When the groups have made their decisions, have a class discussion and go around to each group to find out what their decisions were.

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**Intermediate - Upper-Intermediate Instant Lesson™**

**Graveyard Shift**

**Pre-Reading Activities**

**A: Brainstorming and Categorizing**

Discuss this question: What is shiftwork?

**Part One**

Complete this table with names of jobs which belong to each category.

|  |  |
| --- | --- |
| **jobs which require people to do shift work** e.g. nurse | **jobs in which people work regular hours during the day.** e.g. gardener |
|  |  |

Share your information as a class. If you disagree about a particular job, give reasons for your choice.

**Part Two**

Work in two groups, Group A and Group B.

**Group A:** Think of reasons why people shouldn't work on different shifts. You may begin like this: "Everybody should start and finish their working day at the same time because..."

**Group B:** Think of reasons why people should work on different shifts. You may begin like this: "It is necessary to have some people working on different shifts because..."

**Part Three**

Now work with a partner from the other group. Tell each other your ideas and try to persuade your partner to change their mind.

**B: Understanding the Headline**

Read the headline of today's article:

**Graveyard shift may cause heart disease**

Answer the following questions:

1. What is a 'graveyard shift'?
2. Which kinds of jobs require people to do the 'graveyard shift'?
3. What do you think the article is about?

**C: Vocabulary**

Do you know the meaning of these words and expressions?

1. grumpy
2. to fool
3. to accelerate
4. to adapt
5. to rotate
6. to affect
7. to adjust
8. alert
9. to encounter

 Compare your ideas with another student. If you are still unsure, use a dictionary, or ask your teacher.

**Reading Activities**

**A: Scanning**

Now scan the article quickly and answer this question:

How easily does a human heart adapt to shift work?

|  |  |  |
| --- | --- | --- |
| **Graveyard Shift May Cause Heart Disease** By Maggie Fox: Health and Science Correspondent   |  |  | | --- | --- | | WASHINGTON Monday October 16 (Reuters) - Shift work may not only make people grumpy, but it could put them at a higher risk of heart disease, Italian researchers said on Monday.  Alarm clocks and artificial lighting may fool the mind into thinking it is daytime and all right to work, but organs such as the heart march to a different tune, and do not respond well to being made to work in the middle of the night, a team at the University of Milan found.  Nerve activity that accelerates the heart is lower in people working an overnight shift as compared to morning or afternoon shifts, the researchers reported in the journal Circulation, published by the American Heart Association.  ``This resistance of the body's internal clock to change with varied work schedules indicates that people don't adapt as easily as we think to shift work, and could explain why shift workers are at higher risk,'' Dr. Raffaello Furlan, who led the study, said in a statement.  His team measured nerve activity that controls the heart in 22 male steel workers rotated through three different shifts -- a night shift running from 10 p.m. to 6 a.m., an afternoon shift starting at 2 p.m. and a morning shift that started at 6 a.m.  They took electrocardiogram (ECG) recordings, which measure heart activity, after each worker had two days to adapt to the new shift. The ECG measurements were taken constantly over a 24-hour period.  ``The heart rate is continuously changing on a beat-by-beat basis,'' Furlan said. ``In this study we looked at two types of nerve systems that regulate the heart.'' | These are the vagal autonomic system, which controls the organs, and the sympathetic nervous system, the part of the autonomic nervous system that prepares the body for stress.  They also examined other studies that have used urine and blood samples to show changes in chemicals that affect the heart and other organs.  They found that nerve and chemical messages that control the heart's activity seem to follow a regular 24-hour pattern -- a pattern that disregards changes in daily sleep patterns.  For example, levels of cortisol, a hormone that stimulates the heart rate, digestive system, breathing and other functions during the day, did not adjust to help night shift workers stay alert. This could mean the heart is unprepared for the stress it will inevitably encounter during a work shift.  They said many other studies have found that shift workers such as truck drivers are sleepier and make more mistakes at night. The Milan team's findings could not only help explain why shift workers make mistakes, but could show how their hearts are stressed, Furlan said.  ``Weekly changes in the time of maximum and minimum of cardiac sympathetic and vagal autonomic control might play a role in the higher rate of cardiovascular disease described in shift workers,'' the researchers wrote in their report. |   Article © 2000 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**B: True or False?**

Read the article and say if the following statements are **True** or **False**.

1. Being grumpy may cause heart disease.
2. Nerve activity that accelerates the heart is lower at night.
3. The heart rate changes continuously.
4. Hundreds of workers were used in this study.
5. The study only looked at the effect of shift work on the hearts of males.
6. The new findings could show how the hearts of shift workers are stressed.

Compare your answers with a partner.

**C: Comprehension**

Find the answers to these questions in the article;

1. What is cortisol? What does it do?
2. Why is cortisol important?

**D: Language**

Here are 5 sentences from today's article. Each one has a grammatical error. Read each sentence and find the error. Do not look at the article while you are doing this.

1. Alarm clocks and artificial lighting may fools the mind into thinking it is daytime.
2. His team measuring nerve activity that controls the heart in 22 male steel workers.
3. The ECG measurements was taken constantly over a 24-hour period.
4. The heart rate is continuously changes on a beat-by-beat basis.
5. This could mean the heart are unprepared for the stress it will inevitably encounter during a work shift.

**Post-Reading Activities**You may do one or more of these**.**

**A: Forming Questions - Conducting a Survey**

Work in a group of three.

1. Think of six to ten questions that you can ask people about their working life.
2. The questions should reflect the following ideas:
   * what kind of job the person does
   * what the working hours of this job are
   * health and safety
   * the way people feel about their work
   * what people think is expected of them in their job
   * what their ideal job would be
   * what the best number of working hours in a day or week would be
   * how their jobs affect family life / leisure time
   * other ideas of your own.
3. Have your teacher check your questions, then interview **at least three** people each.
4. Share your information with the other members of your group, then present a summary of your findings to the class.

**B: Language**

What is the form of the simple past tense of the following verbs? Are they regular (**R**) or irregular (**I**)?

1. may
2. fool
3. think
4. march
5. respond
6. report
7. adapt
8. lead
9. say
10. take
11. adjust
12. stress

**C: Discussion**

1. Work alone and answer these questions: (Make notes as you read the questions.)

* How stressful is YOUR schedule?
* First, list the factors that cause you stress.
* Work out a list of measures to reduce stress.

2. Now discuss your notes with other students in your class. Do you have similar stress factors? What solutions did you think of?

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Brainstorming - Notes**

**Part One**

Accept answers which reflect the following idea - Shiftwork is when people work at set times over a twenty four hour cycle rather than working during the day and sleeping at night.

There may be some disagreement over which jobs belong where, depending on the country and students' understanding of different types of work. Have them justify their categorisation where there are differences of opinion.

**Part Two**

Group A has a more difficult task, so you should try and divide your class into two groups according to ability. Write some opening sentences for both groups on the board if students have trouble beginning a discussion.

e.g. For Group A: It would be very convenient if everybody started and finished work at the same time.

For Group B: It is impossible today to arrange life so that everybody starts work at the same time, because there are always emergencies to deal with.

**B: Understanding the Headline - Suggested Answers**

1. "Graveyard shift" usually means late night work.

2. Doctors, nurses, truck drivers, 24-hour store clerks, transportation workers, communication workers, hotel staff… The list may be quite long. (You may add a nice note into the discussion by suggesting that young parents also have to work "graveyard shifts" when tending their baby!)

**C: Vocabulary - Answers**

1. grumpy - complaining
2. to fool - to cheat
3. to accelerate - to move faster
4. to adapt - to get used to something, to adjust
5. to rotate - to turn round or to work in shifts
6. to affect - to influence
7. to adjust - to make suitable, to adapt or alter
8. alert - watchful, ready
9. to encounter - to meet.

**Reading Activities**

**A.: Scanning - Answer**

Not easily at all.

**B: True or False? - Answers**

1. **F**
2. **T**
3. **T**
4. **F**
5. **T**
6. **T**

**C: Comprehension - Answers**

1. Cortisol is a hormone. It stimulates the heart rate, digestive system, breathing and other functions during the daytime.
2. Because it controls the activity of the body it controls when people are alert and able to handle stress.

**D: Language - Notes**

Students can check their work by referring to today's article.

**D: Language - Answers**

**(Errors shown in bold type)**

1. Alarm clocks and artificial lighting may **fools** the mind into thinking it is daytime.
2. His team **measuring** nerve activity that controls the heart in 22 male steel workers.
3. The ECG measurements **was** taken constantly over a 24-hour period.
4. The heart rate is continuously **changes** on a beat-by-beat basis.
5. This could mean the heart **are** unprepared for the stress it will inevitably encounter during a work shift.

**Post-Reading Activities**

**A: Forming Questions - Conducting a Survey - Notes**

Make sure you check the questions carefully before the survey is carried out. If possible, try to get students to interview non-class members. If this is not possible, get them to either translate the questions into their own language and then do the survey, then translate the information back into English and report back to the class, or get them to interview each other.

If they interview each other they only need to report back to their own group, rather than the whole class. If they do need to interview each other, this activity would work best if the students from your class have different work experience backgrounds.

**B: Language - Answers**

1. may - might **I**
2. fool - fooled **R**
3. think - thought **I**
4. march - marched **R**
5. respond - responded **R**
6. report - reported **R**
7. adapt - adapted **R**
8. lead - led **I**
9. say - said **I**
10. take - took **I**
11. adjust - adjusted **R**
12. stress - stressed **R**

**C: Discussion - Notes**

Let each student work individually. Have them walk around the class comparing their opinions, so that at the end of this activity you get a group list of stress factors and measures. You may help them arrange the list in the form of a short questionnaire, e.g.

What causes the most stress in your life? Tick any that apply:

1. Illness in the family.
2. Tense work/study schedule.
3. Lack of sleep.
4. Unhappy love.

Encourage some funny answers when you discuss counter-measures, e.g. "Try to fall out of love as soon as possible!"

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**Intermediate - Upper-Intermediate Instant Lesson™**

**Researchers link hearing loss to smoking**

**Pre-Reading Activities**

**A: Vocabulary Work**

The following words are in the article. Look them up in your dictionary:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| hazards | toxic | constricts | vision | decibels |

**B: Asking Questions**

You are going to read paragraph **2** and paragraph **5** of an article which shows that smoking could damage your ears.

Work with a partner. Your teacher will give you and your partner the two paragraphs. Some of the words are missing from the paragraphs. Your partner has your missing words. Work out some questions to ask your partner to find out the missing words.

**NOTE: DO NOT SHOW YOUR COPY OF THE PARAGRAPHS TO YOUR PARTNER.**

**Reading Activities**

**A: Predicting**

Discuss this question with your partner:

**Now that you have read paragraphs 2 and 5 of the article, what do you think the rest of the article will talk about?**

**B:** **Summarizing and Comparing**

The first text below is a summary of the article but it has five factual mistakes. Compare it with the article and correct the mistakes.

**Summary of Article**

A study from the University of Chicago has found that smokers have a 70 percent greater chance of hearing loss than nonsmokers. The study, however, found that the hearing of family members who live with smokers is not affected.

The University did a five-year study of people living in a town of 20,000 smokers called Beaver Dam. The study says that the more people sing, the more likely they are to have some hearing loss.

An earlier study on Beaver Dam residents discovered that cigar smokers are more likely to get an eye condition called macular degeneration that can lead to blindness.

|  |  |  |
| --- | --- | --- |
| **Researchers link hearing loss to smoking**   |  |  | | --- | --- | | CHICAGO June 2, 1998 (Reuters) - Researchers Tuesday added another potential peril to the hazards facing cigarette smokers: hearing loss.  A study of 4,753 adults ages 48 to 97 found that smokers had a 70 percent higher risk of hearing loss than nonsmokers. The problem also affected nonsmoking family members who live with smokers, although at a decreased level, researchers found.  Though the exact cause-and-effect relationship remains undetermined, some earlier studies have speculated that cigarette smoke has a toxic effect on cells in the inner ear that are important to hearing, the report from the University of Wisconsin said.  Other investigators suspect that smoking constricts blood flow to the inner ear, in the same way that it cuts off blood supply to the heart and can cause heart disease.  The report, published in this week's Journal of the American Medical Association, was based | on a five-year study among the residents of Beaver Dam, Wisconsin, a town of 20,000 that has been used for other research, including an earlier study on vision and vision loss.  For purposes of the study, hearing loss was defined as an average decline of 25 decibels, compared to normal hearing -- a loss that would make it difficult to understand conversation when there is background noise. The study said the more people smoked, the greater were their odds for at least a mild hearing loss.  People who smoked an average of one pack a day for 40 years were 30 percent more likely to have a hearing loss than smokers who consumed a pack each day for 10 years.  The earlier Beaver Dam study on vision found that cigarette smokers run two to three times the risk of developing age-related macular degeneration, an eye condition that is a leading cause of blindness. |   Article © 1998 Reuters Limited. Lesson ©1999 www.english-to-go.com |

**C: True/False/Doesn't Say**

Write **`T'** if the statement is true according to the article, **'F'** if the statement is false according to the article and '**DS'** if the article doesn't say.

1. Smokers are more likely to suffer from hearing loss than nonsmokers.
2. It has been proven that cigarette smoke stops the blood from getting to the inner ear.
3. Smoking can cause heart disease.
4. The residents of Beaver Dam were chosen for the study because it has more smokers than other towns of 20,000 people.
5. If smokers have a hearing loss of 25 decibels they will find it difficult to understand conversation in a crowded room.
6. Many people in Beaver's Dam have problems with their hearing and sight.

**D: Vocabulary and Grammar**

Find the word or words that have a similar meaning to the ones below:

* **hazard** (find a word that has 5 letters)
* **blindness** (first word has 6 letters, second word has 4 letters)
* **researcher** (word has 12 letters)

Find the phrase in paragraph 2 that is used to compare two things and write it here:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Now complete the following sentences by adding a **comparative** followed by **than**.

(Example: "The study shows that smokers suffer from **greater** health risks **than** nonsmokers.")

"Smokers are usually ...

"People who live...

"Smoking is...

**Post-Reading Activities**You may do one or more of these**.**

**A: Talk about it...**

You are going to practice asking and answering questions. Work in pairs:

**Learner A:** You have just read the report of this study in the newspaper. Tell **Learner B** about it.

**Learner B:** You did not read the newspaper this morning. **Learner A** will tell you about the Beaver Dam report. Ask **Learner A** some questions.

Start your conversation like this:

**Learner A:** Did you read that article about smoking in the paper this morning?

**Learner B:** No, why?....

**B: Meeting**

Work in groups of 3. One of you is the Mayor of Beaver Dam. The other two are doctors in Beaver Dam. You are worried about the health of the residents of your town since you have read the report from the University of Wisconsin.

Meet to discuss how you can encourage people in your town to think more about being healthy. Before you meet, work alone to prepare some ideas.

**C: Report**

Work in groups of 3. You are investigators from the University of Wisconsin. Write a **short** report on what you have found in Beaver Dam.

In your report you could include some or all of these ideas:

* the aims of your research
* where the study was carried out
* the results of the research
* what the results show
* any recommendations you wish to make

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**B: Summarizing - Answers**

A study from the University of **Chicago** (Wisconsin) has found that smokers have a 70 percent greater chance of hearing loss than nonsmokers. The study, however, found that the hearing of family members who live with smokers **is not affected** (is affected).

The University did a five-year study of people living in a town of 20,000 **smokers** (residents) called Beaver Dam. The study says that the more people **sing** (smoke), the more likely they are to have some hearing loss.

An earlier study on Beaver Dam residents discovered that **cigar** (cigarette) smokers are more likely to get an eye condition called macular degeneration that can lead to blindness.

**C: True/False/Doesn't Say - Answers**

1. True
2. False
3. True
4. Doesn't Say
5. True
6. Doesn't Say

**D: Vocabulary and Grammar - Answers**

* **hazard** : peril
* **blindness** : vision loss
* **researcher** : investigator

The structure in paragraph 2 that is used to compare two things: ...had a high**er** risk **than** nonsmokers.

**Worksheet to be photocopied**

**B: Asking questions - Text**

**Text for Learner A**

A study of \_\_\_\_\_\_\_\_ adults ages 48 to 97 found that smokers had a 70 percent higher risk of hearing loss than nonsmokers. The problem also affected \_\_\_\_\_\_\_\_ family members who live with smokers....

The report, published in this week's Journal of the American Medical Association, was based on a \_\_\_\_\_\_\_\_ -year study among the residents of Beaver Dam, \_\_\_\_\_\_\_\_, a town of 20,000....

**Text for Learner B**

A study of 4,753 adults ages 48 to \_\_\_\_\_\_\_\_ found that \_\_\_\_\_\_\_\_ had a 70 percent higher risk of \_\_\_\_\_\_\_\_ loss than nonsmokers. The problem also affected nonsmoking family members who live with smokers....

The report, published in this week's Journal of the \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ Association, was based on a five-year study among the residents of Beaver Dam, Wisconsin, a town of 20,000....

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**Intermediate - Upper-Intermediate Instant Lesson™**

**Holding Up The Torch**

**Pre-Reading Activities**

**A: Thinking about Symbols**

1. Symbols are signs, pictures or objects that show something or make us think of something. What do these symbols mean to you?

* the Eiffel Tower
* the Statue of Liberty
* a rose
* a white stick
* a kangaroo

2. Can you think of some other symbols?

3. The Olympic **torch** and the Olympic **flame** are both symbols of the Olympic Games. What happens to the torch in the weeks before the Olympics start?

**B: Choose the Best Answer**

Listen to a description of part of the Olympic torch's journey around Australia. (It was written in October 1998). Before you listen, read these questions and the vocabulary list. Then choose the best answer for each question as you listen:

1. How long was the Olympic torch's journey around Australia expected to take?

1. One hundred days.
2. Two hundred days.
3. Three hundred days.

2. What was the name of the Olympics Minister?

1. Mike Knight.
2. Michael Knight.
3. Mitchell Knight.

3. What was happening at Uluru, (also known as Ayer's Rock)?

1. The torch was to be ignited.
2. The torch was to begin its journey around Australia.
3. The torch was to be given to the Olympics Minister.

4. Where is Uluru?

1. In the center of Australia.
2. In the west of Australia.
3. In the south of Australia.

5. What is one special thing about Nova Peris-Kneebone, the first Australian torch bearer?

1. She was the first indigenous Australian to have competed at an Olympics.
2. She was the first indigenous Australian to have won a gold medal at an Olympics.
3. She was the first indigenous Australian to have visited Olympia.

6. How many states does Australia have?

1. 2.
2. 4.
3. 6.
   1. **Vocabulary:  
      ignite** - to start to burn.  
      **formerly** - in earlier times.  
      **bearer** - a person carrying something.  
      **indigenous** - to belong naturally to a place.

**Reading Activities**

**A: Comprehension**

Read **Part** **One** of today's article and answer these questions:

1. What did the youth try to do?
2. How old is he?
3. Where did this happen?
4. Where did he hide the fire extinguisher?
5. What happened to the torch?

|  |  |  |
| --- | --- | --- |
| **Part One Student Tries to Snuff Torch with Fire Extinguisher**   |  |  | | --- | --- | | SYDNEY, Australia Friday August 25 (Reuters) - A high school student tried to put out the Sydney Olympic Games torch with a fire extinguisher on as it passed through the northern New South Wales town of Maclean.  Police said the 17-year-old youth stepped out of a crowd watching the torch relay into the path of the runner and pulled out a small fire extinguisher from under his coat. | He aimed it at the torch Thursday but succeeded only in spraying the runner and bystanders. The flame was untouched.      (Continued/...) |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**Vocabulary for Part One**   
**spray** - make small drops of a liquid fall on something or over an area.  
**bystanders** - people standing near but not taking part when something happens.

**B: Give your Opinion**

Work in pairs and answer this question:

Why do you think the youth tried to put out the Olympic Games torch?

**C: Check your Prediction**

Now look quickly through **Part** **Two** of the article (see below) and find out why the youth tried to extinguish the torch. Were you right?

**D: Inferring**

Find evidence for these statements in **Part** **Two**:

1. It is not clear whether the youth will be charged and punished for his action.
2. Some people were worried that the torch was not guarded carefully enough during the relay.
3. Olympic officials were not worried about what had happened on the torch relay.

|  |  |  |
| --- | --- | --- |
| **Part Two**   |  |  | | --- | --- | | (.../continued)  The Sydney Telegraph newspaper said the student wanted to make a political statement by his action.  "He told us he wanted to make a statement about how the Olympics were now about money and not about sport," the newspaper quoted a friend of the student as saying.  "The guy is a goose."  The teenager was briefly arrested before being released into his parents' custody while police considered whether to lay charges. | It was the second attempt to disrupt the months-long torch relay which is being carried by more than 10,000 runners in a journey from Greece through Australia to Sydney where it will be used to light the Olympic cauldron on Sept. 15, the opening day of the games.  In the other incident last month, a teenager unsuccessfully tried to grab the torch from the official runner.  Sydney Games organizers said they saw no reason to review security arrangements for the torch relay.  "Both incidents were over and done with in seconds," a spokeswoman said. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**Vocabulary for Part Two  
briefly** - for a very short period of time.  
**disrupt** - cause problems to prevent something from happening normally.  
**charge** - a formal claim that someone is guilty of a crime.  
**review** - to look at something to decide whether changes are needed.

**E: Thinking Carefully**

"The guy is a goose." In the past when a person did something foolish they were sometimes called 'a goose' by other people. Why did the teenager's friend say he was a goose? What was his opinion of what his friend had tried to do?

**Post-Reading Activities**You may do one or more of these**.**

**A: What Do You Think?**

Work in small groups and answer these questions:

'The teenager was briefly arrested before being released into his parents' custody while police considered whether to lay charges.'

1. Do you think the youth should be punished? If you do, what kind of punishment would be suitable?

2. Can you understand why the youth tried to extinguish the torch?

**B: Dialogue**

Work in pairs and write a dialogue between the youth from Maclean and one of his parents after the incident described in today's article.

When you have finished, practice your dialogue and then perform it for other members of your class.

**C: Language**

'...the student wanted to make a political statement...'

If you are talking about your plans you can use **'want + to + infinitive**'.

Use this structure and an appropriate verb to complete these sentences:

The youth **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** people that he felt the Olympics were more concerned with money.

He **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** the torch so that people would listen to him.

After the incident the police **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** him some questions.

A newspaper reporter **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** the youth to find out why he had tried to extinguish the torch.

His parents **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** why he had behaved in this way.

The Olympic officials said that they didn't **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** security arrangements for the torch.

The youth's friend didn't **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** his name to the newspaper.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Thinking about Symbols - Notes**

Students should be able to answer all the questions but you could give a little help with Question 3 if you wish. (For Question 2 you could do a quick sketch of the Olympic torch on the whiteboard just to clarify its meaning.)

**A: Thinking about Symbols - Suggested Answers**

1. (Students may offer alternative answers.)

the Eiffel Tower - a symbol of Paris.  
the Statue of Liberty - a symbol of New York, or of freedom.  
a rose - romance.  
a white stick - someone who has a visual disability.  
a kangaroo - a symbol of Australia.

3. The flame is ignited in Olympia and then is carried around in a torch relay from Greece to the site where the Games will be held.

**B: Choose the Best Answer - Notes**

Read the article aloud to students two or three times. You may wish to remind students that they can't expect to understand every word but should focus on listening for the answers to the questions.

**B: Choose the Best Answer: (Text to be read aloud to students)**

**Olympics-Sydney 2000 torch run to start from Uluru.**

SYDNEY October 11 (Reuters) - The torch that will light the flame at the Sydney 2000 Olympics will begin its 100-day journey around Australia from the country's symbolic red center of Uluru, Olympics Minister Michael Knight has announced.

Knight said the flame, which will be ignited from the sun's rays at Olympia in Greece, will start its Australian journey at the site formerly known as Ayer's Rock in the country's Northern Territory.

"What better symbol of national unity could there be than to go to the very center of our country," Knight said.

Knight said the torch would be flown into Australia on June 8, 2000. Nova Peris-Kneebone, the first indigenous Australian to win an Olympic gold medal, was named in August as the first torch bearer.

The torch will be taken to each of Australia's six states and two territories before arriving in Sydney in time for the Opening Ceremony on September 15, 2000.

Article © 1998 Reuters Limited.

**B: Choosing the Best Answer - Answers**

1 - a, 2 - b, 3 - b, 4 - a, 5 - b, 6 - c.

**Reading Activities**

**A: Comprehension - Answers**

1. He tried to put out the Olympic Games torch.
2. 17.
3. Maclean, in northern New South Wales, Australia.
4. Under his coat.
5. It was untouched (but the runner and bystanders were sprayed by the extinguisher).

**B: Give your Opinion - Notes**

Don't give out **Part** **Two** of the article (or tell students to cover it over) until students have completed this activity.

**C: Check your Prediction** **- Answer**

He wanted to make a political statement expressing the view that the Olympics are now concerned with money, not sport.

**D: Inferring - Answers**

1. '... police considered whether to lay charges.' (The police had still to decide whether or not the youth would be charged.)

2. 'It was the second attempt to disrupt the months-long torch relay.... ' (Another teenager was able to get close enough to the torch to try and grab it.)  
'Sydney Games organizers said they saw no reason to review security arrangements for the torch relay.'(This suggests that the security arrangements had been questioned.)

3. 'Sydney Games organizers said they saw no reason to review security arrangements for the torch relay.' (The games officials were quite happy with the security arrangements for the torch. )  
' "Both incidents were over and done with in seconds," a spokeswoman said.' (The incidents were minor.)

**E: Thinking Carefully - Suggested Answer**

A person who did some foolish or silly was sometimes called a 'goose'. (This expression is not common now.) Someone might say, "You silly goose!" The expression could be used in a playful way so that someone's behavior is not condemned but they are shown that others think they are being silly.

The youth's friend thinks that the youth's behavior was rather foolish. However, the friend delivers this criticism in a lighthearted way. It suggests that the action should not be taken very seriously. Another way to say the same thing might be: "The guy's an idiot!"

**Post-Reading Activities**

**C: Language - Suggested Answers**

The youth **wanted to tell** people that he felt the Olympics were more concerned with money.

He **wanted to extinguish** the torch so that people would listen to him.

After the incident the police **wanted to ask** him some questions.

A newspaper reporter **wanted to interview** the youth to find out why he had tried to extinguish the torch.

His parents **wanted to find out** why he had behaved in this way.

The Olympic officials said that they didn't **want to review** security arrangements for the torch.

The youth's friend didn't **want to give** his name to the newspaper.

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**Home Schooled Spelling Champion**

**Pre-Reading Activities**

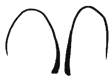
**A: Spelling Game**

This game is called Beetle (in some countries it is called Hangman). The aim of the game is to guess the word before your partner finishes drawing a picture of a beetle.

1. Your partner thinks of a word and draws a short line for each letter that is in the word. For example, the word 'spelling' would look like this: \_ \_ \_ \_ \_ \_ \_ \_.

2. You try to work out what the word is before your partner finishes drawing a picture of a beetle. If you get a letter wrong, your partner can draw one part of the beetle. If you get the letter right, your partner cannot draw any part of the beetle. You win the game if you guess what your partner's word is before they can finish drawing the beetle. If you win, then it is your turn to draw the beetle.

3. If you are drawing the beetle, you can draw only one body part. Here is a list of the parts.

Head645_1 2x Eyes645_2 Mouth645_3 2 x Feelers (antennae)  
Body First leg645_6 Second leg645_7 Third leg645_8  
Fourth leg645_9 Fifth leg645_10 Sixth leg645_11 Tail645_12

**B: Spelling**

1. Your teacher is going to give you a spelling test. Try and spell as many words as you can. You do not need to know the meanings of the words.

 2. With a partner discuss the methods you use to learn to spell words. A large sheet of paper will be passed around the class. Write your methods of learning to spell words on it.

**C: Vocabulary**

Read these example sentences and then try to complete the two sentences below.

**Example sentences:**

* We had a **spelling bee** at school yesterday. I came second.
* I was **home-schooled** for five years while my family were living in Papua New Guinea. My mother helped me.

Complete these sentences:

1. *I think a 'spelling bee' is*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. *I think that 'home-schooled' means that* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reading Activities**

**A: Listening Dictation**

Before you read the article today, you will have a listening dictation activity.

a. You will be allowed a couple of minutes to read through the text once. You only have part of the article.  
b. Your teacher will read the whole text once.  
c. Fill the gaps in the text with the appropriate word or number.  
d. After you have finished and your work has been marked, answer this question: *How many words did you hear and how many did you spell correctly?*

|  |  |  |
| --- | --- | --- |
| **'Succedaneum' Spells Success for Computer Whiz, 13** By Deborah Zabarenko   |  |  | | --- | --- | | WASHINGTON Friday June 1 (Reuters) - A 13-year-old computer whiz who taught (1)\_\_\_\_\_\_\_ to read at the (2)\_\_\_\_\_\_\_ of 2 won the U.S. national (3)\_\_\_\_\_\_\_ bee on (4)\_\_\_\_\_\_\_, ending a (5)\_\_\_\_\_\_\_ -round shootout with the word ``succedaneum.''  Sean Conley of Aitkin, Minnesota, said he (6)\_\_\_\_\_\_\_ harder last year, when he came in (7)\_\_\_\_\_\_\_ , but that was (8)\_\_\_\_\_\_\_ he was being home-schooled and had more (9)\_\_\_\_\_\_\_.   ``I wasn't (10)\_\_\_\_\_\_\_ that I would win this year because I didn't really study as (11)\_\_\_\_\_\_\_ as I did last year since I was going to (12)\_\_\_\_\_\_\_ instead of home-schooling,'' Conley said, looking slightly glazed after (13)\_\_\_\_\_\_\_ days of anxiety-ridden competition against (14)\_\_\_\_\_\_\_ other spellers.  ``But I guess I've been (15)\_\_\_\_\_\_\_ this for (16)\_\_\_\_\_\_\_ years now, and I guess all that practice has really paid off this (17)\_\_\_\_\_\_\_ .'' | Conley won in the (18)\_\_\_\_\_\_\_ round of the contest in a hotel ballroom three (19)\_\_\_\_\_\_\_ below street level, spending the last rounds head-to-head with a single rival, Kristin Hawkins, a (20)\_\_\_\_\_\_\_ -year-old from Leesburg, Virginia. Hawkins from on the word ''resipiscence'' in round (21)\_\_\_\_\_\_\_ .  He told reporters that his (22)\_\_\_\_\_\_\_ heritage helped him with ''Schadenfreude'' and his studies in Spanish made ``zarzuela'' fairly (23)\_\_\_\_\_\_\_ . The toughest challenge was ``inesculent.''  Currently enrolled at the Minnesota Renaissance School in Anoka, Conley said his (24)\_\_\_\_\_\_\_ schooling helped him prepare over the long run, even though he only studied (25)\_\_\_\_\_\_\_ minutes to an hour each night to prepare for the bee this year. |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**B: Finding Specific Information**

Read through the questions below.

You will have **5 minutes** to read the article and find the answers to the questions. It is just as important to get the answers right as it is to do this activity as quickly as you can.

Your teacher will time you. When your teacher says stop, you must stop and hand in your activity to your teacher. **(Hint:** you do not need to read every sentence to find the information. Just scan the article.)

1. What is Sean's family name (surname)?  
2. What competition did Sean win?  
3. What did Sean teach himself to do when he was two?  
4. How old is Sean?  
5. On what day of the week did Sean win the competition?  
6. How many days did the competition last?  
7. Did Sean come first, second or third in the competition last year?  
8. How many times has Sean entered the competition?  
9. How much money did Sean win?  
10. Sean said his knowledge of two languages helped him with two of the words? What were the languages?  
11. How long did Sean study for the competition every night?  
12. What does Sean want to do for a job?

|  |  |  |
| --- | --- | --- |
| **'Succedaneum' Spells Success for Computer Whiz, 13** By Deborah Zabarenko   |  |  | | --- | --- | | WASHINGTON Friday June 1 (Reuters) - A 13-year-old computer whiz who taught himself to read at the age of 2 won the U.S. national spelling bee on Thursday, ending a seven-round shootout with the word ``succedaneum.''  Sean Conley of Aitkin, Minnesota, said he studied harder last year, when he came in second, but that was when he was being home-schooled and had more time.  ``I wasn't sure that I would win this year because I didn't really study as hard as I did last year since I was going to school instead of home-schooling,'' Conley said, looking slightly glazed after three days of anxiety-ridden competition against 247 other spellers.  ``But I guess I've been doing this for six years now, and I guess all that practice has really paid off this time.''  Conley won in the 16th round of the contest in a hotel ballroom three floors below street level, spending the last rounds head-to-head with a single rival, Kristin Hawkins, a 13-year-old from Leesburg, Virginia. Hawkins lost on the word ''resipiscence'' in round 15.  Conley correctly spelled ``gallimaufry'' to end that round and, as required under contest rules, spelled ``succedaneum'' (a rare synonym for ``substitute'') in the 16th round to win the $10,000 grand prize, a loving cup that he held with trembling hands, an encyclopedia and a set of Great Books of the Western World, along with other prizes. | He told reporters that his German heritage helped him with ''Schadenfreude'' and his studies in Spanish made ``zarzuela'' fairly easy. The toughest challenge was ``inesculent.''  Currently enrolled at the Minnesota Renaissance School in Anoka, Conley said his home schooling helped him prepare over the long run, even though he only studied 30 minutes to an hour each night to prepare for the bee this year.  ``I was really lucky to have home-schooled all this time because I had enough time to practice for the spelling bee instead of having to do a lot of other work that wasn't necessarily stuff that I wanted to learn about or that was exactly at my level,'' he said.  Twenty-five contestants are currently home-schooled, 25 go to parochial school, 28 attend private school and most go to public schools. There were more girls -- 138 -- than boys in this year's competition, which was sponsored by Scripps Howard.  The son of a software engineer and a home school educator, Conley taught himself to read when he was 2, according to the official biography in the contest program.  He has written two computer video games and said he wants to be a computer programmer. He has completed three semesters of college-level Spanish and computer programming. |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**C: Vocabulary**

Answer these questions:

1. After reading the article what changes would you make (if any) to your answers to Pre-Reading Activity C ?

2. What word can you add to the beginning of each of the words below. The same word can be added to each one. (**Hint:** it is a word used often in the article and it has four letters).

\_ \_ \_ \_ body \_ \_ \_ \_ coming \_ \_ \_ \_ grown \_ \_ \_ \_ land \_ \_ \_ \_ made

\_ \_ \_ \_ sick \_ \_ \_ \_ spun \_ \_ \_ \_ town \_ \_ \_ \_ ward \_ \_ \_ \_ work

3. Now choose **five** of the words (from the list above) and write a sentence using each word.

4. Using a dictionary, find out what the word '**synonym**' means. In the article it says that the word '**succedaneum**' is a synonym for the word '**substitute**'. Choose **five** other words from the article and find a synonym for each word.

5. Spot the spelling mistake: There is one spelling mistake in each sentence. Correctly spell the word.

a. When he was two years old, Sean taught himself to reed.  
b. Sean one the US national spelling bee.  
c. He did not have lots of time to study four the competition.  
d. Sean studied 30 minutes to an hour each night before this year's spelling be.  
e. Sean new that he could win the competition.

**D: Comprehension**

**Part One**

Complete the gaps in the table with information from the article. You will also need to do some simple mathematics as not all the answers are in the article. (**Hint:** the total number of spellers competing in the competition is **not** 247).

- Number of spellers in the U.S. national spelling bee competition: \_\_\_\_\_\_  
- Number of students in the competition attending home-schools: \_\_\_\_\_\_  
- Number of students in the competition attending private schools: \_\_\_\_\_\_  
- Number of students in the competition attending parochial schools: \_\_\_\_\_\_  
- Number of students in the competition attending public schools: \_\_\_\_\_\_  
- Number of girls in the competition: \_\_\_\_\_\_  
- Number of boys in the competition: \_\_\_\_\_\_

**Part Two**

Write sentences using the facts from the table above. In each sentence use a word from the following list. (You should write three or four sentences.)

*more, fewer, the same, most.*

***Example:*** *Most of the students in this year's competition attend public schools.*

**Part Three**

Answer these questions using the article.

1. When did Sean start going to school?  
2. Sean was a competitor for six years. How did home-schooling help Sean to prepare over the six years to win the spelling competition?  
3. A **'shootout'** is usually a gun fight or battle between two people. Who did Sean have to battle against (or go head-to-head) and for how many rounds (turns) in order to win the spelling bee?  
4. In round 16, what word did Sean have to spell to win the prize?  
5. Did each person have to spell the same word? (Give a reason for your answer using evidence from the article.)  
6. What advantages has home-schooling given Sean?

**E: Language**

**Part One**

**Adverb Formation**

The ending -ly can be added to many adjectives to form adverbs.

Make a list of six adverbs in the article that end in -ly. Beside each adverb write the adjective that it comes from. Adverbs are often used to describe verbs or adjectives.

*e.g. sadly (adverb) -* ***sad*** *(adjective)*

1.  
2.  
3.  
4.  
5.  
6.

**Part Two**

Fill in these sentences with the correct adverb. (Only the adjectives have been given so you will need to change them to make them into adverbs.)

*sudden, slow, easy, quick, loud, real, bright, complete, honest, usual, correct.*

1. Sean was a \_\_\_\_\_\_\_\_ good speller.  
2. The three days went very \_\_\_\_\_\_\_\_.  
3. He \_\_\_\_\_\_\_\_ spelt every word \_\_\_\_\_\_\_\_\_\_\_.  
4. When he won, he yelled \_\_\_\_\_\_\_\_ as he was very excited.  
5. \_\_\_\_\_\_\_\_, he ran to the phone to tell his grandparents that he had won.  
6. He \_\_\_\_\_\_\_ remembered that the word "gallimaufry" had two 'll' s in it.  
7. He won the $10,000 \_\_\_\_\_\_\_\_\_, without cheating.  
8. Sean \_\_\_\_\_\_\_\_\_\_\_ studied for more than thirty minutes every night  
9. His plan to win the competition was \_\_\_\_\_\_\_\_\_\_ successful.  
10. The sun shone \_\_\_\_\_\_\_\_\_ outside the hotel.

**Post-Reading Activities**You may do one or more of these**.**

**A: Give your Opinion**

Answer these questions in pairs.

1. Why is spelling important?  
2. Is meaning more important than spelling?  
3. Why have such a competition?

**B: Discussion**

1. Make a class list of spelling rules that often apply to English words. e.g. usually when 'ly' is added to the end of a word that ends in 'ly' both 'll's are kept. For example the word 'general' becomes 'generally'.

What other rules can you think of?

*A handy hint to remember is that phonetics (or sounds) are just as important as letters. E.g. the sound f' can be written 'f' as in 'fit' or 'ph' as in 'photo'.*

Make up your own rules.

2. Now discuss with your partner how you learn to spell words or how you remember to spell words. Listen carefully as you will be telling the rest of the class one way that your partner remembers/or learns to spell words.

**C: Writing an Argument**

**Part One**

**Essay: Spelling: To Bee or not to be**

Is spelling important? What sort of activities is it important for (i.e. reading, talking, writing etc.)? When is it important not to make a spelling mistake? What does it tell others if you make a spelling mistake? Do you care if you make a mistake?

Think of at least 3 reasons why correctly spelling a word is important and 3 reasons why misspelling a word doesn't matter.

Then write an argument using your reasons to either agree or disagree with the following statement that : **"It is not important to spell correctly when writing".**

**Part Two**

**Letter: Home-schooling: Lessons from home**

*Home-schooling is common throughout the world. Children are schooled at home for many reasons. Sometimes parents make their own school materials for their children to study or they may use correspondence school lessons. These lessons are often provided by the State or government and are sent to families who travel or who do not live near a school. Usually parents teach their own children.*

Using the information in the article, write down all the advantages that Sean mentioned about being home-schooled. Think of at least three more advantages to being home schooled and at least three disadvantages/problems about being home schooled.

Now pretend that you are Sean and that you are writing to a friend about the advantages and disadvantages of being home-schooled. When you discuss the disadvantages, remember to tell your friend how you managed to solve some of the problems.

**D: Class Spelling Bee Competition**

1. Each person in the class writes down four English words that they know how to spell on a piece of paper. Every person checks the spelling of his/her words in a dictionary. (Make sure no-one else sees your words.)

2. Now put your words into a container.

3. Your teacher will now divide your class into two teams of similar numbers. You will either be in the S team, or the T Team.

*4. If you are on the S Team, you must think up an English word that starts with 'S' to be the name of your team. If you are on the T Team, you must think up a 'T' word.*

5. Your teacher will take one word out of the box and ask the first member of both teams to spell it. The first person of either team to spell it correctly wins that round which means that the team gets 5 points and the second member of the team gets to spell the next word. The third person in the team is next to spell a word and so on until a person in the team incorrectly spells a word. Other team members are not allowed to help the person spelling the word. If they do, they lose the round and it is the other team's turn.

6. Each word is worth 5 points. The team with the most points wins.

**E: Write Your Partner's Biography**

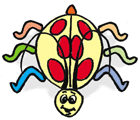
Today's article mentions that there was a biography written about Sean Conley in the contest program. A biography is a written description (or report) about a person's life that is written by somebody else.

With your partner you have 10 minutes each to find out all you can about each other. After 20 minutes you will then be asked to write each other's biography.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Spelling Game - Notes**

Here is a picture of beetle that you could put on the board so that students know what they are meant to be drawing.

If students always win before their partner finishes drawing the beetle, then change the picture they must draw to something with fewer parts, or get students to think of words with more letters. If students know the game as hangman, they can play this version of the game.

**B: Spelling Test - Notes**

1. Tell the class that you are going to give them a surprise spelling test.

(If you want to make it more exciting: you could tell them that if just one person in the class correctly spells **every** word in the test (without the help of a dictionary), you will give them each $1.00 (or a similar amount in your country's currency).)

Then follow these instructions:

* Make a list of about twenty words. Have some words that students know, others that they may know and a couple of ones they won't know.
* The list **must** include some or all of the following six words. (This is to make sure you don't have to pay them the money!): **resipiscence; gallimaufry; succedaneum; schadenfreude; zarzuela; inesculent** (The word 'succedaneum' is shown in an illustration on page 1 of the students' copies of the lesson.)
* It doesn't matter that your students will be unlikely to spell these words.
* Now add a few easy words such as I, me so, and, the.
* Now add the rest of the words that are at the students' level and mix all the words up.
* Now say each word twice and ask the students to write it down.
* Give a fun prize to any student who spelt any of the six words correctly. (i.e. no-one (unless they have cheated!) should be able to spell all of the 6 words above correctly but if any one gets one of them right you could give a candy or some other little thing as a prize.)

2. You may like to do this part of the activity at the same time as Pre-Reading Activity C.

When the chart has been completed, put it up on the classroom wall so that students can add ideas to it during the term.

**C: Vocabulary - Notes**

This is for each individual student to complete. They should do it without using a dictionary and look at the words themselves and the example sentences to get ideas of what they could mean.

**Reading Activities**

**A: Listening Dictation - Notes**

Hand out the text and give your students five minutes to read through the text. Read out the text once or twice. It is up to you how fast or slow you read, as this can change the level of difficulty of the activity.

You can choose to either mark the activity yourself, have partners mark the dictation or let the students mark their own work. If students themselves or partners mark the dictation, put the missing words up on the board.

Any words not spelt correctly should be marked wrong. However, it does not matter if numbers are written in numerical form or spelt.

**A: Listening Dictation - Text to be read aloud to students**

**'Succedaneum' Spells Success for Computer Whiz, 13**By Deborah Zabarenko

WASHINGTON Friday June 1 (Reuters) - A 13-year-old computer whiz who taught himself to read at the age of 2 won the U.S. national spelling bee on Thursday, ending a seven-round shootout with the word ``succedaneum.''

Sean Conley of Aitkin, Minnesota, said he studied harder last year, when he came in second, but that was when he was being home-schooled and had more time.

``I wasn't sure that I would win this year because I didn't really study as hard as I did last year since I was going to school instead of home-schooling,'' Conley said, looking slightly glazed after three days of anxiety-ridden competition against 247 other spellers.

``But I guess I've been doing this for six years now, and I guess all that practice has really paid off this time.''

Conley won in the 16th round of the contest in a hotel ballroom three floors below street level, spending the last rounds head-to-head with a single rival, Kristin Hawkins, a 13-year-old from Leesburg, Virginia. Hawkins lost on the word ''resipiscence'' in round 15.

He told reporters that his German heritage helped him with ''Schadenfreude'' and his studies in Spanish made ``zarzuela'' fairly easy. The toughest challenge was ``inesculent.''

Currently enrolled at the Minnesota Renaissance School in Anoka, Conley said his home schooling helped him prepare over the long run, even though he only studied 30 minutes to an hour each night to prepare for the bee this year.

**A: Listening Dictation - Answers**

1. himself, 2. age, 3. spelling, 4. Thursday, 5. seven, 6. studied, 7. second, 8. when, 9. time, 10. sure, 11. hard, 12. school, 13. three,  14. 247, 15. doing, 16. six, 17. time,18. 16th, 19. floors, 20. 13, 21. 15, 22. German, 23. easy, 24. home, 25. 30.

**B: Finding Specific Information - Notes**

Give your students 5 minutes to quickly read through the whole article to find the answers to the questions. Time them and say stop at the end of 5 minutes.

1. Conley 2. The U.S. national spelling bee 3. To read 4. 13 5. Thursday 6. 3  
7. second 8. 6 9. $10,000 10. German and Spanish 11. 30 minutes to an hour  
12. A computer programmer.

**C: Vocabulary - Notes**

1. You could use this as a class discussion by asking students to share what changes they made to their definitions or descriptions of the words. (i.e. When reading through the text what made them change their Pre-Reading descriptions of what a spelling bee was.)

5. Although these words sound the same as the words that are not spelt correctly, they are spelt differently and have different meanings. They are **homophones**. You could get your class to make a list of all the homophones that they know.

**C: Vocabulary - Answers and Sample Answers**

2. home  
3. Sample sentences

* I missed my family very much when I left home and I was **homesick** for many months.
* She said these vegetables are from her garden and that they are all **homegrown**.
* This **homemade** chocolate tastes better than the chocolate that you buy in shops.
* My **hometown** is the capital city of New Zealand.
* I always do my **homework** for school the next day.

4. A synonym such as the word 'succedaneum' is a word (or word) that has almost the same meaning as another word, which in this case is the word 'substitute'.

**Sample answers**whiz-expert  
practice-training  
contest-competition  
prepare-get ready  
completed-finished

5: a. read; b. won; c. for; d. be; e. knew.

**D: Comprehension - Notes**

**Part One**

You may like to explain these definitions of three elements of the table to your students. (These definitions are true for schools in the United States. The word 'public school' has a different meaning in Britain.)  
**private school** - a school which is not operated by the State or government. Parents pay money for their children to attend a private school.  
**parochial school** - a school that is linked to a church such as a Catholic or Anglican school.  
**public school -** a school that is free, maintained by taxes, and operated by the State or government.

**D: Comprehension - Answers and Suggested Answers**

**Part One**Number of spellers in the U.S. national spelling bee competition: **248**Number of students in the competition attending home-schools: **25**  
Number of students in the competition attending private schools: **28**Number of students in the competitionattending parochial schools: **25**Numbers of students in the competition attending public schools: **170**Number of girls in the competition: **138**Number of boys in the competition: **110**

**Part Two (Suggested Answers)**

There were fewer boys than girls at the spelling competition **or**  
There were more boys than girls competing.  
The number of spellers that were home-schooled or went to private school was the same.  
More spellers went to a private school than a parochial school.

**Part Three**1. This year.  
2. He had more time to spend practicing for the competition. He could focus on what he wanted to achieve without worrying about studying subjects or doing activities that he wasn't interested in.  
3. Kristin Hawkins was his rival and he had seven rounds against her before he won.  
4. Succedaneum.  
5. No, because the article said that in round 15 Kristin had to spell the word 'resipiscence' and Sean had to spell the word 'gallimaufry'.  
6. He had more time to study things that he enjoyed and was interested in. For example, he wrote two computer video games and he has studied computer programming and Spanish at college level, which he probably would not have done if he had gone to school.

**E: Language - Answers**

**Part One**1. really-real; 2. slightly-slight; 3. correctly-correct; 4. currently-current; 5. necessarily-necessary; 6. exactly-exact.  
**Part Two**1. really; 2. slowly; 3. easily, correctly; 4. loudly; 5. quickly; 6. suddenly; 7. honestly; 8. usually; 9. completely; 10. brightly.

**Post-Reading Activities**

**B: Discussion- Notes**

1. Many words in English do not conform to spelling rules. There are usually exceptions to the rules.

However there is a website **http://www.riggsinst.org/28rules.htm** that has a list of 28 spelling rules that you could discuss with your class or perhaps look at one rule a week. This site **http://www.asu.edu/duas/wcenter/spelling.html** also has a list of rules that can be printed out for students.

2. As students discuss their ideas, make a list on a chart.

**C: Writing an Argument - Notes**

**Part Two**

This is a good web address to browse if you want more information about home-schooling: **http://learninfreedom.org/**

**C: Class Spelling Bee Competition - Notes**

Make sure that the person spelling the word is not helped by other team members. Make sure that the word is correctly spelt to begin with.

You can find out more information about the Scripps Howard National Spelling Bee from this site **http://www.spellingbee.com/index.shtml**

Not only does this site give you the rules of the competition, but you can also find interesting definitions of words etc. If you live in the United States and you want one of your students to become the national spelling champion, this is the site for you!

**D: Write Your Partner's Biography**

Time the students for 20 minutes-10 minutes for each person.

Another site to explore and try the spelling quiz is **http://www.m-w.com/promos/spell/quiz09.htm**

Two other sites are **http://www.sentex.net/~mmcadams/spelling.html** and **http://www2.funbrain.com/cgi-bin/sc.cgi**

The first site gives a list of 50 words that are commonly incorrectly spelt. You need to choose which word is spelt correctly. You could print out the page and give it to your class. The second site has fun spelling games of different levels that would be useful for students to try if they have access to the Internet. You could use the ideas in class.

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**Intermediate - Upper-Intermediate Instant Lesson™**

**How good are you?**

**Pre-Reading Activities**

**A: Writing**

1. Make a list of three things you are good at, and three things you are bad at.
2. Compare your list with a partner. Are there any similar things on your lists?
3. Read your lists aloud to the group. Mark all the things on your list that are similar to things on other people's lists.

**B: Discussion**

1. As a group, choose one thing that everybody is good at, and one thing that everybody is bad at. Write them on the board.
2. Now offer your opinions about the following: Why is it that all, or many of you, find similar things difficult - or easy to do?

**C: Vocabulary**

Match these words with their meanings.

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| relative | compared |
| peers | persons of the same age, class, etc. |
| study | an inquiry into a subject |
| innate | inborn |
| perpetrator | person who does something wrong |
| blithely | happily |
| flubbed (informal) | failed |
| pilot | acting as a trial for something |

**Reading Activities**

**A: Comprehension**

Read **Part** **1** of today's article and then answer the question below.

**Part 1**

|  |  |  |
| --- | --- | --- |
| **Incompetent People Rarely Know They Are** By Deborah Zabarenko   |  |  | | --- | --- | | WASHINGTON Friday January 21 (Reuters) - The truly incompetent may never know the depths of their own incompetence, a pair of social psychologists say.  ``We found again and again that people who perform poorly relative to their peers tended to think that they did rather well,'' Justin Kruger, co-author of a study on the subject, said in a telephone interview Thursday. | Kruger and co-author David Dunning found that when it came to a variety of skills -- logical reasoning, grammar, even sense of humor -- people who essentially were inept never realized it, while those who had some ability were more self-critical.  It had little to do with innate modesty, Kruger said, but rather with a central paradox: Incompetents lack the basic skills to evaluate their performance realistically. Once they get those skills, they know where they stand, even if that is at the bottom.  (Continued/...) |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

1. Question: What would be difficult about teaching incompetents?

**B: Predicting**

Write down how you think the article will continue. Compare your ideas with another student, then read **Part** **2** of the article and see if your ideas were close to how the article continued.

|  |
| --- |
| Write your prediction here: |

**Part 2**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (.../Continued) Americans and Western Europeans especially had an unrealistically sunny assessment of their own capabilities, Dunning said by telephone in a separate interview, while Japanese and Koreans tended to give a reasonable assessment of their performance.  In certain areas, such as athletic performance, that can be easily quantified, there is less self-delusion, the researchers said.  **Ignorance Is Bliss**  But even in some cases in which the failure should seem obvious, the perpetrator is blithely unaware of the problem. | This was especially true in the area of logical reasoning, where research subjects -- students at Cornell University, where the two researchers were based -- often rated themselves highly even when they flubbed all questions in a reasoning test.  Later, when the students were instructed in logical reasoning, they scored better on a test but rated themselves lower, having learned what constituted competence in this area.      (Continued/...) |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**C: Discussion**

1. What happens in your country?
2. Do you think people make realistic assessments of their capabilities?

**D: Scanning and Note-taking**

1. Scan the whole article, including **Part** **3** below, and write down the three areas of incompetence that are mentioned.
2. How do you understand the expression, "Ignorance is bliss?"
3. Who conducted the research?
4. Which groups were the objects of pilot studies?
5. Who should be trusted?

**Part 3**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (.../Continued) Grammar was another area in which objective knowledge was helpful in determining competence, but the more subjective area of humor posed different challenges, the researchers said.  Participants were asked to rate how funny certain jokes were, and compare their responses with what an expert panel of comedians thought. On average, participants overestimated their sense of humor by about 16 percentage points.  This might be thought of as the ``above-average effect'' -- the notion that most Americans would rate themselves as above average, a statistical impossibility. | The researchers also conducted pilot studies of doctors and gun enthusiasts. The doctors overestimated how well they had performed on a test of medical diagnoses and the gun fanciers thought they knew more than they actually did about gun safety.  So who should be trusted: The person who admits incompetence or the one who shows confidence? Neither, according to Dunning.  ``You can't take them at their word. You've got to take a look at performance,'' Dunning added. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**E: Giving your Opinion**

Get into groups. Decide if the researchers were competent. Give reasons for your opinion.

**Post-Reading Activities**You may do one or more of these**.**

**A: Language: Synonyms**

With a dictionary, find out the difference in meaning between the following words:

1. incompetent - inept
2. ability - capability
3. evaluation - estimation
4. assessment - rating

Find and read aloud the sentences in the text in which those words, or their derivatives, are used.

**B: Grammar Revision - Notes**

**1. Modal Verbs**

**Possibility**

We use may or might to talk about something that is possible or probable now or in the future:

* The truly incompetent may never know the depths of their own incompetence.
* This might be thought of as the "above average effect".

**Ability**

We use can and cannot (can't) for ability in the present:

* Athletic performance can be easily quantified.
* You can't take them at their word.

**General Advice**

We use should and ought to to give general advice, or say what we think is right. Should is more often used in question and negative forms than ought to:

* The failure should seem obvious.
* Who should be trusted?

**2. Narrative Tenses**

Most often, the past tenses are used in a narrative. We may use past simple, past continuous and past perfect when telling about past events.

**Past** **simple** is often used to tell a story:

* We found again and again...
* Kruger said...
* This was true...
* The researchers also conducted...

We may use **past** **continuous** to show a continuous process that took place in the past:

* They were thinking...
* He was studying...

We also use **past** **continuous** to oppose an action that took place once while another action was continuing:

* They finished their work while others were still writing.
* When mother came the children were playing.

We sometimes talk about one thing that happened before another. We use the **past** **perfect** for the thing that happened first, and the **simple** **past** for what happened after:

* They had received a grant and then conducted their research.
* He had questioned a lot of people and published his report.

**C: Writing**

Write a short composition on one of the following topics:

1. Ignorance is bliss.
2. To err is human.

Use the **Vocabulary** and **Grammar** sections of this Instant Lesson as a guide.

You may wish to begin like this:

**Ignorance Is Bliss.**

When people do not know they are ignorant, or incompetent, they may actually be happier than their peers who know their own weaknesses so well that they cannot do anything!

Or /you may wish to write on another topic like this:

**To Err Is Human.**

Errare humanum est is an old Latin saying which means, To Err Is Human. It may be true that all humans make mistakes, however, not everybody admits it!

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Writing and B: Discussion - Notes**

You may start by writing a few suggestions on the board, e.g.

I am good at cooking, but bad at sewing;

My Granny is good at storytelling, but bad at remembering things.

**C: Vocabulary - Answers**

The words are already matched with their meanings! Let your students find this out for themselves, and have a bit of fun.

**Reading Activities**

**A: Comprehension - Answer**

Any answer to the question should be accepted.

**B: Predicting - Notes**

Students should offer their own variations of how the article might continue. Encourage them to use full sentences.

**C: Discussion - Notes**

1. Let students give their own examples of incompetence and competence.

2. It is better to begin by explaining to the students that the question has a great discussion value, but there is really no definite answer.

**D: Scanning and Note-taking - Answers**

1. Grammar, logical reasoning and the sense of humor
2. If one doesn't know something, one doesn't worry.
3. Two researchers, Justin Kruger and David Dunning.
4. Doctors and gun enthusiasts.
5. Nobody.
   1. **Post- Reading Activities**

**A: Language: Synonyms - Answers**

1. **incompetent** (adj.) means lacking the skill or ability to do something successfully; **inept** (adj.) means unskillful or clumsy
2. **ability** (n) means the fact of having the skill to do something; **capability** (n) means having the power or potential to do something
3. **evaluation** (n) means calculating or judging the value, quality or degree of; **estimation** (n) means a judgment or opinion
4. **assessment** (n) means a careful evaluation; **rating** (n) means the position that someone or something has on a scale of values or amounts

**B: Grammar Revision - Notes**

This section is designed as revision. Students should have no difficulties with either the Narrative Tenses or the Modal Verbs, but you could revise both with them before they write the composition in **Activity** **C**.

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**Intermediate - Upper-Intermediate Instant Lesson™**

**How good is your nose?**

**Pre-Reading Activities**

**A: Short Discussion**

In everyday life you may see dogs helping people. Sheepdogs and guide-dogs are two examples of working dogs. Can you think of other kinds of working dogs?

Work in pairs and make a list.

Which of the dogs on your list use their noses in their work?

**Reading Activities**

**A: Understanding the Main Idea**

Here are the headlines and first two paragraphs of today's two articles. Read them and complete these two sentences to summarize the main ideas of the articles.

**Article** **One**: British custom officials now have...*(you continue)...*

**Article** **Two**: Scientists in the United States have managed to...*(you continue)...*

|  |  |  |
| --- | --- | --- |
| **Part 1 of Article One**  **Dog Comes Equipped with a Nose for Money**   |  |  | | --- | --- | | LONDON Friday August 25 (Reuters) - A sniffer dog with a nose for money was unveiled by British customs officers on Thursday as their latest weapon in the battle against drug smuggling. | Officials are currently evaluating the results of a 12-month trial at London's Heathrow Airport using two sniffer dogs specially trained to detect large quantities of cash being smuggled out of the country to buy drugs.  (Continued/...) |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

|  |  |  |
| --- | --- | --- |
| **Part 1 of Article Two**  **Mechanical Dogs Designed To Sniff Out Land mines**   |  |  | | --- | --- | | LONDON Thursday August 24 (Reuters) - Potentially lethal searches for land mines may soon be far safer with the creation of mechanical sniffer dogs which can smell almost as well as the real thing. | Scientists and engineers in the United States have unlocked the secrets of a dog's extraordinary sense of smell and used the discovery to produce a mechanical replacement, New Scientist magazine said Wednesday.  (Continued/...) |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**B: Matching Information**

Read **Part** **2** of **Articles** **One** and **Two**. As you read, match the beginnings and endings of the sentences below to make statements about the articles:

**Beginnings**

1. Bodie is...
2. Keith Hellawell is...
3. Nearly 1.5 million dollars of illegal cash...
4. Gary Settles has been...
5. Researchers at Turfts University are...
6. Joel White, a scientist, says...

**Endings**

* 1. ...a Springer Spaniel used by British customs officials to sniff out cash in people's luggage.
  2. ...recording images of the air currents produced by sniffing dogs.
  3. ...that the artificial nose still needs more work to make it more sensitive.
  4. ...in charge of coordinating the fight against drugs at British airports.
  5. ...has been detected by the customs dogs.
  6. ...trying to develop an artificial nose that sniffs like a dog.

|  |  |  |
| --- | --- | --- |
| **Part 2 of Article One**   |  |  | | --- | --- | | (.../continued)    One of the dogs, a four-and-a-half year-old Springer Spaniel named Bodie, demonstrated his skills on Thursday to Britain's so-called drugs tzar, Anti-Drugs Coordinator Keith Hellawell. | "This is a means of stopping drugs from coming into the country, but it is a double hit as well because you are hitting people in their pockets," said Hellawell.  Customs officials said in the last three months the dogs had uncovered around $1.48 million in illegitimate cash leaving the country. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

|  |  |  |
| --- | --- | --- |
| **Part 2 of Article Two**   |  |  | | --- | --- | | (.../continued)    Gary Settles, a mechanical engineer at Penn State University in the United States, used special photography to record images showing the air currents produced by sniffing dogs, the magazine said.  The images showed that part of sniffer dogs' success was due to the fact that they separated scent-laden inhaled air from exhaled air, preventing the scent from becoming mixed up.  Exhaled air was diverted out of slits in the nose and deflected backwards away from whatever the dog was smelling, New Scientist said. | A team at Tufts University, Massachusetts, was using Settles' research to develop an artificial nose that "breathes" air in and out just like a dog, the magazine said.  The machine removes most odor molecules from inhaled air and this allows it to compare inhaled and exhaled air in such a way that it can detect a particular smell, New Scientist said.  Joel White, a neuroscientist at Tufts, said the artificial nose had already detected mines in a test environment but it had to be improved because it was still 10 to 50 times less sensitive than its canine counterpart.  Dogs are sometimes used to sniff out mines. Some 26,000 people are injured or killed by mines every year, according to the United Nations. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**C: Vocabulary**

Here are the meanings of some words. Look through **Part** **2** of **Article** **Two** to find these words. (The number of letters for each word has been given.)

***Example:*** *The part of the face above the mouth, used for breathing and for smelling things:\_ \_ \_ \_****Answer:*** *nose*

1. Steady, flowing movements of air: \_ \_ \_ \_ \_ \_ \_ \_
2. Breathed in: \_ \_ \_ \_ \_ \_ \_
3. Narrow openings: \_ \_ \_ \_ \_
4. A smell: \_ \_ \_ \_
5. Smallest amounts of a chemical substance which can exist: \_ \_ \_ \_ \_ \_ \_ \_ \_
6. Relating to dogs: \_ \_ \_ \_ \_ \_

**D: Understanding Research**

Read **Article** **Two** (both **Parts** **1** and **2**) again and answer these questions:

1. What does a dog's nose do to prevent inhaled and exhaled air currents from mixing?
2. What does the artificial nose remove?
3. What are the benefits of this research according to the article? (Give two benefits).

**Post-Reading Activities**You may do one or more of these**.**

**A: Language**

Check your knowledge of prepositions by filling the gaps in the article below. Select the correct prepositions from the choices shown in the box.

|  |  |  |  |
| --- | --- | --- | --- |
| **Part 1**   |  | | --- | | **at, at, at, of, of, of, by** |   **How Much Is That Doggie\_\_\_\_\_\_\_\_\_\_ The U.N.?**   |  |  | | --- | --- | | UNITED NATIONS (Reuters) Tuesday March 9 - How much is that doggie **\_\_\_\_\_** the United Nations?  About $150,000 a year. | The cost **\_\_\_\_\_** the bomb-sniffing U.N. canine was raised **\_\_\_\_\_** Ambassador Nazareth Incera **\_\_\_\_\_** Costa Rica **\_\_\_\_\_** a meeting **\_\_\_\_\_** the General Assembly's "watchdog" administrative and financial committee. |   Article © 1999 Reuters Limited. Lesson © 2000 www.english-to-go.com |

|  |  |  |  |
| --- | --- | --- | --- |
| **Part 2**   |  | | --- | | **to, of, of, on, from, to** |  |  |  | | --- | --- | | The Ambassador was indignant that the number **\_\_\_\_\_** security guards assigned **\_\_\_\_\_** Assembly President Didier Opertti **\_\_\_\_\_** Uruguay had been reduced**\_\_\_\_\_** two **\_\_\_\_\_** one. | She was told that the United Nations lacked resources, but she understood it spent $150,000 a year **\_\_\_\_\_** a security dog. |   Article © 1999 Reuters Limited. Lesson © 2000 www.english-to-go.com |

|  |  |  |  |
| --- | --- | --- | --- |
| **Part 3**   |  | | --- | | **of, of, of, for, for, at, as, as, during** |  |  |  | | --- | --- | | A U.N. spokeswoman told Reuters the current U.N. budget provided **\_\_\_\_\_** a bomb-sniffing dog and handler **\_\_\_\_\_** a cost **\_\_\_\_\_** $60 an hour. | They are scheduled to work **\_\_\_\_\_** many **\_\_\_\_\_** 10 hours a day,**\_\_\_\_\_** 252 days **\_\_\_\_\_** the year, **\_\_\_\_\_** a total**\_\_\_\_\_** $151,200. |   Article © 1999 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**B: Comprehension**

Read the article in **Post-Reading** **Activity** **A** and answer these questions:

1. Why did the Ambassador raise the question of the cost of a bomb-sniffing dog? What was she upset about?
2. What point did she wish to make?

**C: Extra Reading**

Read about another device that may be able to detect plastic land mines. How does it work and why is it different to metal detectors?

|  |  |  |
| --- | --- | --- |
| **Device Can Locate Plastic Land Mines - Physicist**   |  |  | | --- | --- | | MINNEAPOLIS Monday March 20 (Reuters) - A device that emits low-frequency sound waves and creates images of underground objects may be able to identify and locate land mines made from plastic parts, a physicist said on Monday.  Like sonograms of a fetus inside the womb, the new device's pictures are built up from the reflection of sound waves -- in this case traveling through the ground and interpreted from afar.  Boston College physicist Michael Naughton, speaking at an American Physical Society meeting in Minneapolis, said an initial prototype had been able to differentiate among such objects as cinder blocks, toys and a deactivated land mine buried in a pile of sand. | Metal detectors can detect several types of land mines, which kill or maim more than 2,000 people worldwide a month, but they cannot spot mines made out of plastic. And detectors using ground-penetrating radar, for example, often produce false readings from rocks, roots and other buried objects, slowing the mine-clearing process.  Naughton used a silicon chip to pick up sound waves bounced off buried objects. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Short Discussion - Suggested Answers**

Answers might include police dogs (crowd control, search and rescue, tracking criminals), cattle dogs, hunting dogs, watchdogs, dogs used by the army and dogs used by customs officials.

**Reading Activities**

**A: Understanding the Main Idea - Suggested Answers**

**Article** **One**: British custom officials now have sniffer dogs trained to detect large amounts of cash being smuggled out of Britain to buy drugs.

**Article** **Two**: Scientists in the United States have managed to find out more about a dog's sense of smell and use this information to produce a mechanical dog that can sniff out land mines.

**B: Matching Information - Answers**

1. Bodie is a Springer Spaniel used by British customs officials to sniff out cash in people's luggage.
2. Keith Hellawell is in charge of coordinating the fight against drugs at British airports.
3. Nearly 1.5 million dollars of illegal cash has been detected by the customs dogs.
4. Gary Settles has been recording images of the air currents produced by sniffing dogs.
5. Researchers at Turfts University are trying to develop an artificial nose that sniffs like a dog.
6. Joel White, a scientist, says that the artificial nose still needs more work to make it more sensitive.

**C: Vocabulary Answers**

1.currents; 2.inhaled; 3.slits; 4.odor; 5.molecules; 6.canine.

**D: Understanding Research - Answers**

1. The nose pushes the exhaled air out of slits in the nose and deflects it backwards away from the area that the dog is trying to smell.
2. molecules containing odor
3. Live dogs (and their handlers) would no longer be needed for the dangerous work of looking for buried land mines.  
   The mechanical dog could sniff out land mines, devices that kill or injure around 26,000 people a year.

**Post-Reading Activities**

**A: Language - Answers**

**Part 1**

How Much Is That Doggie **At** The U.N.?

UNITED NATIONS Tuesday March 9 (Reuters) - How much is that doggie **at** the United Nations?

About $150,000 a year.

The cost **of** the bomb-sniffing U.N. canine was raised **by** Ambassador Nazareth Incera **of** Costa Rica **at** a meeting **of** the General Assembly's "watchdog" administrative and financial committee.

**Part 2**

The Ambassador was indignant that the number **of** security guards assigned **to** Assembly President Didier Opertti **of** Uruguay had been reduced **from** two **to** one.

She was told that the United Nations lacked resources, but she understood it spent $150,000 a year **on** a security dog.

**Part 3**

A U.N. spokeswoman told Reuters the current U.N. budget provided **for** a bomb-sniffing dog and handler **at** a cost **of** $60 an hour. They are scheduled to work **as** many **as** 10 hours a day, **during** 252 days **of** the year, **for** a total **of** $151,200.

**B: Comprehension - Answers**

1. She wanted to compare the cost of two different things: security guards and bomb-sniffing dogs. She was indignant that the number of security guards for the Assembly President of Uruguay had been reduced.
2. The UN is supposed to be short of money but it still spends $150,000 on a dog. This comparison implies that if the UN can afford to spend this much money on a dog, it should also be able to spend money on security guards for the Assembly President.

**C: Extra Reading - Answers**

1. The device produces sound waves and generates images of objects under the ground. It may be able to identify plastic land mines. Metal detectors are unable to detect land mines made out of plastic.
2. The pictures that the Boston College device produces can be checked to make sure that the device has located a mine and not some other object. Detectors using radar often identify objects like roots and rocks.

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**It's All About Trust**

**Pre-Reading Activities**

**A: Making a Selection**

You are on holiday, on a cruise liner sailing near tropical islands.

Suddenly the ship begins to sink. The captain says you will have to go to a nearby uninhabited tropical island in a lifeboat.

You have five minutes to pack, and you are only allowed to take five things with you. You look around your cabin and find you have the items below. Choose which five you would take with you.

|  |  |
| --- | --- |
| * your portable CD player * a 500 gram bar of chocolate * US$754 (754 United States dollars) * your camera * an English To Go Instant Lesson that you haven't done yet * a blanket * a photo of your best friend * a box of matches * a newspaper * a photo of your parents * a can of cola * a mirror | * the novel "Lord of the Flies" by William Golding * the book "How to Survive in the Tropics" by Larry Adams * a guitar * your credit card * a radio * the CD "Shark Attack" by Split Enz * a torch / flashlight * a watch * a tube of sun screen * a sun hat * a gun |

With a partner then compare your selections.

**B: Discussion**

Work in groups of three or four.

Now you are in the lifeboat. There is not enough space for each person to bring five things. In your groups decide which things each of you will keep, and which things you will throw in the sea. You can only keep three things each. Write down your three things here:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**C: Survival!**

The lifeboat is very crowded, and the sea has got rough, with big waves.

The captain (who is a large man), says that if four people jump out of the lifeboat the boat will float higher in the water and will be completely safe. The boat will then be able to reach the tropical island. However, if everyone stays in the lifeboat there is a 75% chance it will sink.

The people in your boat think four people should jump into the sea to save the rest so now you must decide which four people should jump. Remember that you are going to end up on an uninhabited tropical island. These people are in your boat:

|  |  |
| --- | --- |
| * the captain * a knowledgeable doctor * a hard-working English teacher * a sensitive poet * a sulky teenager * a clever lawyer * a kind grandmother | * a cute baby * a strong soldier * a handsome actor * a moody pop singer * a confident millionaire * a tall basketball player * you |

**D: Pair Work**

Work in pairs.

**Student** **A:** You are the captain and you are now in the lifeboat. **Student B** is one of the passengers. Ask **Student** **B** why he/she should not be thrown overboard.

**Student** **B:** You are a passenger in the lifeboat. **Student A** is the captain. **Student** **A** is going to ask you why you should not be thrown overboard. Think of some good reasons for not being thrown overboard.

(Then reverse roles, so **Student** **B** is the captain.)

**Reading Activities**

**A: Scanning**

Your teacher will divide you into two groups. Students in **Group** **A** will have the first part of today's article about a future TV show. Students in **Group** **B** will have the second part of the article. Read your part of the article quickly and fill the gaps in the table below. Because you only have one part of the article, you will only be able to answer some of the questions.

|  |  |
| --- | --- |
| **TV Show Information** | **Location Information** |
| Name of show: | Name of small island where show will be filmed: |
| Name of TV network: | Name of country this island belongs to: |
| Number of \*contestants: | Name of state this island belongs to: |
| Number of days marooned: | Name of bigger island near this island: |
| Number of one hour episodes: | Name of sea this island is in: |
| How often vote will be taken to kick one contestant off the island: | Number of people who live on this island: |
| Responsibilities of each contestant while living on island: | Name(s) of non-poisonous animals on island: |
| Amount of prize money for winner: |  |

\* a contestant is a person who enters a contest.

**B: Asking and Answering Questions**

Work with someone from the other group. Ask your partner questions to complete your table, and help your partner complete their table by answering their questions. Do not look at each other's tables!

**C: Inference**

Read the last part of the article. Find evidence from this part of the article for the following statements. Write your answers down next to the statements.

1. The program is aiming to get contestants to turn against each other.

2. The producer is looking for some contestants who have very different personalities in the hope that they won't like each other.

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | And, as in William Golding's famed 1954 novel ``Lord of the Flies,'' in which a stranded band of schoolboys descends into savagery on a desert island, the ``Survivor'' cast will be pitted against each other in ``tribal council votes'' that will winnow the group down one by one.  To create added drama and a dash of social tension, the program also will feature mini-contests in which the group competes for such creature comforts as a pillow or a soft drink.  Burnett, who produces the popular ``Eco-challenge'' TV adventure race into inhospitable environments, said ``Survivor'' could prove gripping if the right cast is assembled. | ``I hope we get a cop from New York, and maybe a small petty criminal from some other city...they won't get along,'' Burnett said, musing on possible casting combinations.  ``Maybe there will be a 60-year-old Catholic priest and a 20-year-old drop-dead (gorgeous) model from Los Angeles...It really will be 'Gilligan's Island,''' he said, referring to the '60s TV comedy about mismatched castaways.    Article © 1999 Reuters Limited. Lesson ©1999 www.english-to-go.com | |

**D: Checking Information**

These sentences contain a summary of the whole article but they also have some mistakes. Read them and compare them with the whole article below. Cross out any incorrect words in the sentences and replace them with the correct ones.

1. Sixteen people will live together for 94 days on the island of Borneo.
2. There are wild animals on the island and also people who have lived there for thousands of years.
3. The group will have lots of equipment to build shelter, find food, and defend themselves against wild animals.
4. Every seven days the people on the island will vote on which person should be kicked off the island until finally there is only one person left.
5. The winner of the contest will get $100,000.
6. Mini-contests in which everyone gets a prize, will be featured to add some excitement to the contestants' lives.
7. The producer is hoping that people of very similar backgrounds will be in the group.

|  |  |  |
| --- | --- | --- |
| **Network To Strand Contestants Off Borneo**   |  |  | | --- | --- | | LOS ANGELES Friday October 8 (Reuters) - Call it Lord-of-the-Flies TV. The CBS television network announced on Thursday the launch of a new series in which 16 volunteers will be marooned together for 49 days on a deserted tropical island off Borneo.  ``Survivor'' adds a competitive twist to the saga -- every three days one member of the group will be voted off the island by the rest, with the last person left collecting a prize of $1 million.  ``This is part reality soap, part game show, part survival challenge,'' said Mark Burnett, producer of the series, which will air in 13 one-hour episodes on CBS next summer.  ``Everybody at one time has been on that plane and thought, 'God, if we crash, how would I survive with these people,''' Burnett added. ``This time they are going to find out.''  ``Survivor'' is not a completely new television concept. Similar shows have proven popular in Sweden and the Netherlands, CBS spokesman Michael Naidus said. And American series such as MTV's ``Real World'' have scored ratings by putting real people in odd situations.  But the new show -- which is soliciting applications for people hoping to become one of its castaways -- will take it several steps further by stranding its volunteer cast on Palau Tiga, an islet in the South China Sea off the Malaysian state of Sabah on the island of Borneo.  The island, part of a Malaysian national park, is uninhabited save for giant monitor lizards, macaque monkeys and jungle bird life. | But life for the show's contestants will be a lot more than an extended vacation in paradise. Equipped with little beyond ''the basic supplies of a shipwreck'', the group will be forced to fend for itself in building shelter, foraging for food, and defending against such dangers as wild pigs, pythons, and poisonous sea snakes.  And, as in William Golding's famed 1954 novel ``Lord of the Flies,'' in which a stranded band of schoolboys descends into savagery on a desert island, the ``Survivor'' cast will be pitted against each other in ``tribal council votes'' that will winnow the group down one by one.  To create added drama and a dash of social tension, the program also will feature mini-contests in which the group competes for such creature comforts as a pillow or a soft drink.  Burnett, who produces the popular ``Eco-challenge'' TV adventure race into inhospitable environments, said ``Survivor'' could prove gripping if the right cast is assembled.  ``I hope we get a cop from New York, and maybe a small petty criminal from some other city...they won't get along,'' Burnett said, musing on possible casting combinations.  ``Maybe there will be a 60-year-old Catholic priest and a 20-year-old drop-dead (gorgeous) model from Los Angeles...It really will be 'Gilligan's Island,''' he said, referring to the '60s TV comedy about mismatched castaways.  Article © 1999 Reuters Limited. Lesson ©1999 www.english-to-go.com | |

**Post-Reading Activities**You may do one or more of these**.**

**A: Interview**

Divide into groups. One group are the **Semi-Finalists**, who have applied to be contestants in the new TV show. The other group are members of the **Interview** **Panel** who will choose who gets on the TV show.

**Semi-Finalists**: You have been selected as one of 48 semi-finalists for the "Survivor" series. The number must be trimmed down to 16 after these interviews.

Fill out the questions on the application form below. You will also be asked these questions by the interview panel. Then have your interview with the panel. Good luck!

**Application Form**

1. First Name: \_\_\_\_\_\_\_\_\_\_\_ Last Name: \_\_\_\_\_\_\_\_\_\_\_ Nickname (if any): \_\_\_\_\_\_\_\_\_\_\_
2. Name three of your favourite hobbies: \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_
3. Which countries have you lived in?\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_
4. List three adjectives that describe yourself: \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_
5. What is the accomplishment you are most proud of? \_\_\_\_\_\_\_\_\_\_\_
6. What's your favourite TV show? \_\_\_\_\_\_\_\_\_\_\_
7. What's your favourite movie? \_\_\_\_\_\_\_\_\_\_\_
8. Who is your hero and why? \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_
9. What skills do you bring to the island that would make you a useful member of the group? \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_
10. What types of people would you choose to have with you on the island? \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_
11. Why do you believe you could be the final survivor? \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

**Interview** **Panel**: In groups of three or four, you will ask the following questions to the semi-finalists and then vote on who you think would be a good 'survivor' for the TV show. Each member of your group should ask three or four questions.

Look at the suggested questions, write any other ones you think you need, and allocate three or four questions to each interviewer.

Then talk with other members of the interview panel about what kind of person you think would be a 'good survivor'. What qualities or skills are you looking for?

Finally conduct your interview with the semi-finalists.

Suggested Questions:

1. What are your three favourite hobbies?
2. Which countries have you lived in?
3. Which three adjectives do you think best describe yourself?
4. What is the accomplishment you are most proud of?
5. What's your favourite TV show?
6. What's your favourite movie?
7. Who is your hero and why?
8. What skills do you bring to the island that would make you a useful member of the group?
9. What types of people would you choose to have with you on the island?
10. Why do you believe you could be the final survivor?
11. (Other): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**B: Apply for real!**

Now you can apply for the real TV show! Go to **http://marketing.cbs.com/network/tvshows/specials/survivor/beone.shtml** for the rules and application form. Good luck!

**C: Discussion**

In groups of three or four design a new TV show (based on putting people into odd situations) and work out the rules, number of contestants, number of episodes, and any other details. After you have finished, present your idea to the class. You could act out parts of your TV show.

**D: Decision!**

Read the **Pre-Reading** **Activities** again, then discuss these questions in groups:

1. Do you think it is fair that you were asked to choose four people to throw into the sea? Why or why not?
2. Should everyone in the lifeboat stick together and work as a team to try and help everyone survive? How could this be done? (For example, the strongest swimmers could take turns to float next to the boat, holding on to the boat.)
3. **Stereotypes** are set descriptions of types of people, often not really accurate or true. In the **Pre-Reading** **Activity** **C:** **Survival!**, and in part of the article, simple stereotypes are used (for example, "a kind grandmother" and "a 20-year-old drop-dead (gorgeous) model from Los Angeles"). In what ways are stereotypes useful, and in what ways are stereotypes dangerous?

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Making a Selection - Notes**

Students work alone to select items from the list. They should think about **why** they have chosen particular items and rejected others. What will they use things for?

In pairs they may then compare their selections.

**B: Discussion - Notes**

Students now work in small groups and compare their selections. They must try to reach a group consensus on which items will be kept and which will be discarded. Individual students must justify why an item is important.

To conclude, students from different groups could tell the class about what decisions their groups have reached or students from different groups could be paired to tell each other about their groups' decisions.

**Reading Activities**

**A: Fill the Gaps - Notes**

You will need to photocopy the articles for Group A and Group B from the Teachers' Notes and hand them out to the students.

**For Group A**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | LOS ANGELES Friday October 8 (Reuters) - Call it Lord-of-the-Flies TV. The CBS television network announced on Thursday the launch of a new series in which 16 volunteers will be marooned together for 49 days on a deserted tropical island off Borneo.  ``Survivor'' adds a competitive twist to the saga -- every three days one member of the group will be voted off the island by the rest, with the last person left collecting a prize of $1 million. | ``This is part reality soap, part game show, part survival challenge,'' said Mark Burnett, producer of the series, which will air in 13 one-hour episodes on CBS next summer.  ``Everybody at one time has been on that plane and thought, 'God, if we crash, how would I survive with these people,''' Burnett added. ``This time they are going to find out.'' |   Article © 1999 Reuters Limited. Lesson ©1999 www.english-to-go.com |

**For Group B**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | ``Survivor'' is not a completely new television concept. Similar shows have proven popular in Sweden and the Netherlands, CBS spokesman Michael Naidus said. And American series such as MTV's ``Real World'' have scored ratings by putting real people in odd situations.  But the new show -- which is soliciting applications for people hoping to become one of its castaways -- will take it several steps further by stranding its volunteer cast on Palau Tiga, an islet in the South China Sea off the Malaysian state of Sabah on the island of Borneo. | The island, part of a Malaysian national park, is uninhabited save for giant monitor lizards, macaque monkeys and jungle bird life.  But life for the show's contestants will be a lot more than an extended vacation in paradise. Equipped with little beyond ''the basic supplies of a shipwreck'', the group will be forced to fend for itself in building shelter, foraging for food, and defending against such dangers as wild pigs, pythons, and poisonous sea snakes. |   Article © 1999 Reuters Limited. Lesson ©1999 www.english-to-go.com |

**A: Fill the Gaps - Answers**

* Name of show: "Survivor"
* Name of small island where show will be filmed: Palau Tiga
* Name of TV network: CBS
* Name of country this island belongs to: Malaysia
* Number of contestants: 16
* Name of state this island belongs to: Sabah
* Number of days marooned: 49
* Name of bigger island near this island: Borneo
* Number of one hour episodes: 13
* Name of sea this island is in: South China Sea
* How often vote will be taken to kick one contestant off the island: every three days
* Number of people who live on this island: None
* Responsibilities of each contestant while living on island: building shelter, finding food, defending against dangerous animals
* Name(s) of non-poisonous animals on island: giant monitor lizards, macaque monkeys, birds, wild pigs and python snakes
* Amount of prize money for winner: $1 million

**B: Asking and Answering Questions - Notes**

Students from **Group** **A** are paired with students from **Group** **B**. They help each other to complete the table in **Section** **A**.

Before students start this, you may wish to get them to prepare their questions first. They should ask complete questions, e.g. How many contestants are there?

**C: Inference - Suggested Answers**

1. The program is aiming to get contestants to turn against each other.

Evidence: The program is featuring 'mini-contests' in which the winner gets a valued prize, the losers, nothing.

2. The producer is hoping that some contestants will dislike each other.

Evidence: The producer says that he wants to get a cop from New York and a criminal from another city in the hope that they won't get along.

**D: Checking Information - Answers**

1. Sixteen people will live together for 49 days on an island near Borneo.
2. There are wild animals on the island but no people.
3. The group will have little equipment to build shelter, find food, and defend against wild animals.
4. Every three days the people will vote on which person should be kicked off the island until finally there is only one person left.
5. The winner of the contest will get $1,000,000.
6. Mini-contests in which only one contestant gets a prize, will be featured to add some tension to the contestants' lives.
7. The producer is hoping that people of very different backgrounds will be in the group.

**Post-Reading Activities**

**A: Interview - Notes**

The students could have a lot of fun with this activity. For example, an interviewer could pretend to be the haughty Hollywood-type while a semi-finalist could make up a new persona if they wish.

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**Intermediate - Upper-Intermediate Instant Lesson™**

**Kremlin sends its finest treasures to Britain**

**Pre-Reading Activities**

**A: Give a definition**

What is a museum? Read the three definitions below and say which one you think is closest to your idea of what a museum is. Is there anything you would add?

1. Museums are a place where things of historic and cultural interest are exhibited.
2. Museums hold the treasures of our civilization.
3. Museums store lots of dusty things that no-one is very interested in.

**B: Vocabulary**

The words below are from today's article. Before you read the article, make sure you know what they mean. Ask your teacher or look them up in a dictionary.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **links** | **fortress** | **armoury** | **confines** | **sponsor** |

**Reading Activities**

**A: Gap Fill**

The text below contains a summary of the first five paragraphs of today's article but some words or groups of words are missing. **Listen** as your teacher reads it out and fill in the gaps.

**Summary**

It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Peter the Great visited Britain and an exhibition protesting against this event is being held\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The Kremlin has sent all of its treasures from the Kremlin Armoury. They will be exhibited in the Tower of London\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ exhibits is the Jericho Cup. It is decorated with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ diamonds, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ rubies, 10 emeralds and five amethysts.

**B: Looking for specific information**

Now you have completed the gap fill exercise, check the summary above by comparing it with the article.

The summary has **four** mistakes. Compare it with the article and correct the mistakes.

|  |  |  |
| --- | --- | --- |
| Kremlin sends its finest treasures to Britain   |  |  | | --- | --- | | LONDON, June 11 (Reuters) The Kremlin on Thursday sent some of its finest treasures to the Tower of London for a glittering exhibition to celebrate the 300th anniversary of Peter the Great's visit to Britain.  Many of the jewel-encrusted treasures from the Kremlin Armoury have never left Moscow before and the exhibition cemented close links between two of the oldest royal museums in the world.  "It is a great thrill to welcome the Kremlin to the Tower and to revive the link forged between our fortresses by Peter the Great 300 years ago," said Guy Wilson, master of the armouries at one of Britain's prime tourist sites.  Kremlin museum director Irena Rodimtseva, describing the 110 treasures on display, said: "Some of them have not only never been exported beyond the confines of Russia, but have never been seen outside the Kremlin walls."  One of the most beautiful and highly prized objects on display in the three-month exhibition is the Jericho Cap, a ceremonial helmet | made for Tsar Mikhail Fyodorovich. It is decorated with 95 diamonds, 228 rubies and 10 emeralds.  In a time of great change and upheaval in Russia, the Kremlin Armoury is seeking commercial backing from Russian banks and corporations.  "All museums around the world need commercial sponsorship,"said Kremlin armoury curator Alexei Levykin.  "This is a very difficult time for us, a time of change," he said. "But we have survived wars and revolution. We will survive this," he added.  He helped to oversee a hugely successful "Treasures of the Tsars" exhibition that went to St Petersburg, Florida last year.  "That was seen by 600,000 people," he said. This latest display follows up an exhibition of treasures from the Tower of London which was staged in the Kremlin earlier this year. It attracted 80,000 visitors. Article © 1998 Reuters Limited. Lesson ©1998 www.english-to-go.com | |

**C: Finding ideas**

Read the statements below and find the paragraphs they refer to. Then put them in order:

* This will be the first time that most of the treasures have left the Kremlin.
* A Tower of London exhibition was held at the Kremlin recently.
* The Kremlin is looking for financial sponsorship from Russian companies.
* A similar exhibition was held in America in 1997.
* The head of the Tower of London's armoury is very excited about this exhibition.
* The Kremlin and the Tower of London are two of the oldest royal museums in the world.
* The Kremlin is confident that it will survive despite its current problems.

**D: Language Work Part 1**

Use your understanding of the article to choose the correct meaning for these words from the list of three below:

**glittering** (paragraph 1) means:

excellent

magnificent

expensive

**revive** (paragraph 3) means:

to bring something back

to start something

to produce again a play

**upheaval** (paragraph 6) means:

support

heavy lifting

troubles and problems

**E: Language Work Part 2**

What do the people below mean? Try to put these quotes into your own words:

"It is a great thrill to...revive the link forged between our fortresses by Peter the Great 300 years ago." Guy Wilson, master of the armouries at the Tower of London.

"This is a very difficult time for us, a time of change. But we have survived wars and revolution. We will survive this." Kremlin armoury curator, Alexei Levykin

**Post-Reading Activities**You may do one or more of these**.**

**A: Discussion**

Talk in groups of 3 about the statements below. Which ideas do you agree with? Which do you disagree with? Why?

1. Museums teach us about our past. We can learn about who we are and where we come from.
2. Museums are exciting places with lots of interesting exhibitions.
3. People are not very interested in museums nowadays. They would prefer to see a movie or do something that is fun. The only people who really like museums are school teachers.
4. It is the duty of a country to have a good national museum to keep a record of that country's history.
5. People should be allowed to touch objects in museums.

**B: Write a Sponsorship Letter**

You are the Kremlin armoury curator, Alexei Levykin. Write a letter which will be sent to Russian companies asking them to consider sponsoring your museum.

You could ask them

* to sponsor a particular exhibition.
* to buy a new object for the Kremlin.
* to contribute to the Kremlin's education fund.

(Choose from this list or think of your own ideas.)

**C: Have a meeting**

Work in threes. Learners A, B and C are going to have a meeting. Before you have the meeting, meet with learners of the same role to discuss it.

**Learner A:** You are the curator of a museum. Your museum has financial problems. You are going to try to persuade **Learner C**'s Company to sponsor an exhibition at your museum. Make a list of convincing reasons why you should be sponsored.

**Learner B:** You are the director of a theatre group in the same town as the museum. You are going to try to to persuade **Learner C**'s Company to donate some money to allow you to put on a special production celebrating the 350th anniversary of the founding of your town. Make a list of convincing reasons why you should be sponsored.

**Learner C:** You are the Chairman of a company in the same town as the museum. Your company likes to give some money each year to an organization supporting the arts,culture or history of your town. This year you are considering two places: the museum or a theatre. **Learners A** and **B** represent these two groups. They will try to persuade you to sponsor them. Make a list of what you require from an organization that you sponsor.

**NOTE:** You can only choose one group!

**TEACHERS' NOTES AND ANSWER KEY**

**Reading Activities**

**A: Gap Fill Text**

**(This should be read out by the teacher.)**

It is **300 years since** Peter the Great visited Britain and an exhibition protesting against this event is being held **in London**.

The Kremlin has sent **all of its** treasures from the Kremlin Armoury. They will be exhibited in the Tower of London **for 3 months**.

**One of the** exhibits is the Jericho Cup. It is decorated with **95** diamonds, **228** rubies, 10 emeralds and five amethysts.

**B: Looking for Specific Information - Answers**

It is 300 years since Peter the Great visited Britain and an exhibition **protesting against** (celebrating) this event is being held in London.

The Kremlin has sent **all** (110)of its treasures from the Kremlin Armoury. They will be exhibited in the Tower of London for 3 months.

One of the exhibits is the Jericho **Cup** (Cap). It is decorated with 95 diamonds, 228 rubies, 10 emeralds **and five amethysts**.

**C: Finding Ideas - Answers**

1. The Kremlin and the Tower of London are two of the oldest royal museums in the world. **(Paragraph 2)**
2. The head of the Tower of London's armoury is very excited about this exhibition. **(Paragraph 3)**
3. This will be the first time that most of the treasures have left the Kremlin. **(Paragraph 4)**
4. The Kremlin is looking for financial sponsorship from Russian companies. **(Paragraph 6)**
5. The Kremlin is confident that it will survive. **(Paragraph 8)**
6. A similar exhibition was held in America in 1997. **(Paragraph 9)**
7. A Tower of London exhibition was held at the Kremlin recently. **(Paragraph 10)**

**D: Language Work Part 1 - Answers**

glittering means: **magnificent**

revive means: **to bring something back**

upheaval means: **troubles and problems**

**E: Language Work Part 2 - Suggested Answers**

It is very exciting to bring back to life the relationship between the Kremlin and the Tower of London which was established when Peter the Great visited London 300 years ago.

Russia is going through a very difficult time so this makes it very hard for the Kremlin. But it has survived other great times of change and will be able to get through this too.

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